

GUIDELINES FOR ESTABLISHING CRITERIA  
FOR THE ASSESSMENT OF TRANSLATION TESTS  
AT YADIM, ÇUKUROVA UNIVERSITY

A THESIS PRESENTED BY  
MELEK TÜRKMEN  
TO THE INSTITUTE OF ECONOMICS AND SOCIAL SCIENCES  
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF ARTS  
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE

BILKENT UNIVERSITY

JULY 1999

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*tarafından hazırlanmıştır*

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## ABSTRACT

Title : Guidelines for Establishing Criteria for the  
Assessment of Translation Tests at YADIM,  
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The assessment of the quality of a translation has long been an issue under discussion both in the field of translation studies and in the teaching of translation in second language curriculum. Variables such as the purpose, type and audience of the translation, viewpoint of the assessor and the context of the act of translating are intricately connected. A combination of these variables leads the assessors to adopt specific criteria for the assessment of each translation. As is the case with the marking of translation tests at The Center for Foreign Languages (YADIM), assessment requires standardisation of the criteria adopted by different assessors. The necessity of achieving standardisation among assessors introduces the problem of establishing clearly-defined criteria for assessing translation.

The purpose of this study was to suggest guidelines for establishing criteria for the marking of translation tests given to intermediate level students at YADIM, Çukurova University. To collect data, ten translation teachers were interviewed and observed once and then they marked eight mock-exam papers. The course outline for the translation courses in the institution was analysed. In the interviews, questions about the institutional and course aims, teachers' priorities regarding the

translation process and formative evaluation and the problems perceived in summative evaluation were asked. In the observations, the teaching stages and their sequencing and the distribution of teachers' feedback on various aspects of students' translations were observed. In the mock-exam markings, the same teachers marked eight student translations.

To analyse the data collected through interviews, a coding technique was used. The frequencies and percentages of the themes under each category were quantified for each teacher and teachers' priorities were identified individually. The frequencies of teachers' feedback on various aspects of students' translations in the observed courses were quantified. The mock-exam papers marked by teachers were analysed, error categories were identified and teachers' priorities regarding the errors were determined.

The results revealed that teachers differed in the ways they approached translation. Four teachers favoured information translation which took contextual elements of the source texts into consideration and six teachers favoured literal translation which mainly took the structures in the source text into consideration to the exclusion of contextual elements. In accordance with the methods they favoured, their materials selection criteria and evaluation priorities also differed. To minimise the discrepancies among teachers in the marking of the translation tests, an analytic scoring scale and guidelines for testing and marking were suggested.

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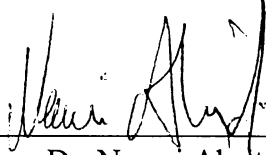
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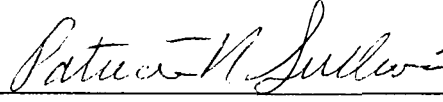
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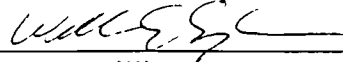
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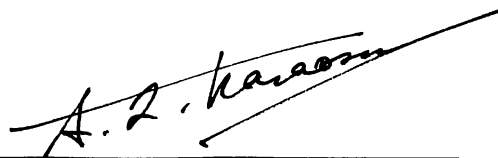


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*To the memory of my aunt, Şadiye Türkmen*

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## CHAPTER ONE: INTRODUCTION

The use of translation in the foreign language classroom has been a controversial issue which has spurred teacher writers to manifest diverse opinions which can be placed at some point along an imaginary continuum, at the one end of which stands the view that wholeheartedly supports the use of translation in foreign language class and at the other end of which stands the view that supports the total ban of it in classroom. Along this continuum, there are various points, each standing for the use of translation to different degrees and with different purposes. This continuum may be supposed to range from the restricted use of translation in a monolingual classroom as a practical means to convey messages which are difficult for the students to understand in a foreign language to the teaching of translation as the fifth skill accompanying other four skills, namely reading, writing, listening, speaking.

Members of both groups, each with a certain inclination towards the views situated at one end of this continuum, have been able to find theories to support their opinions in the field of second language acquisition, which supplies the field of teaching English as a foreign/second language often with irreconcilable hypotheses.

As stated by Howatt (1984), grammar-translation method was introduced in the Prussian Gymnasien in the early nineteenth century and spread rapidly, and under its influence written translation exercises became the central feature of language teaching syllabuses: in textbooks for self-study, in schools, and in universities. Contrary to this view, Stibbard (1994) states that “the contrastive analysis hypothesis, originated by Fries (1945) and popularised by Lado (1957) lent support to a counter-reaction to the misuse or overuse of translation in modern language teaching. However, further studies carried out in the field of SLA by

Corder (1967) and developed into interlanguage theory by later writers, especially Selinker (1969;1971;1992) implied a teaching approach which can accommodate translation as an ongoing, developing skill, rather than as a finished product” (pp. 10-11).

Despite the ongoing discussions about the beneficial and harmful effects of translation in English language teaching, translation has already secured its own place in various programs either as an aim its own or as a means of teaching English as a foreign/second language. However, welcoming translation to language education programs does not end the problems. On the contrary, it raises different issues about how to fit translation into a language learning program. Can translation be taught? If so, how? What should be the priorities in teaching translation? It is at this very point that another important issue comes into play in the teaching of translation. How can the quality of translations be assessed? What are the criteria that make a translation adequate or acceptable in relation to its purpose?

There are many works investigating translation quality assessment with differing approaches to the problem, but in most cases, if not all, they acknowledge the subjectivity of such a process in advance. Sager (1983) distinguishes three types of assessment: “First, assessing the faithfulness of the translation with regard to its content and intention; second, assessing the cost of a translation in comparison with other translations and finally, assessing the translation in terms of its appropriateness for its intended purpose” (p. 125).

Cook (1996) states that “successful translation may be judged by other criteria than formal lexical and grammatical equivalence” and introduces the concept of “assessment for speed as well as accuracy” (p. 7). Stibbard (1994) discusses the

emphasis attributed to structural equivalence in translation by language teachers and puts forward a counter argument to this approach by citing from Hymes (1964, cited in Stibbard, 1994) who advocates “proper consideration of all types of equivalence such as textual or pragmatic equivalence as well as grammar” (p. 12).

Both structural and textual/pragmatic equivalence are to some extent interrelated in assessing the quality of a translation in accordance with the purpose of both translation itself and its assessment. This raises the issue of first identifying the purposes and then determining the priorities for different types of equivalence in translation.

#### Background of the Study

The Center for Foreign Languages (YADIM) at Çukurova University requires that translation (only from English into Turkish) be taught as part of the one-year intensive preparatory program which aims to prepare students to carry out their future academic studies in various departments at the university fully or partially in English. The course is compulsory throughout the second semester of the academic year to both graduate and undergraduate students after they reach lower intermediate or intermediate level. The course is given complementary to the core language courses as core language/translation courses. On this account, translating from English into Turkish at sentence, paragraph and text level is a component of the two achievement tests administered during the second semester and the final test administered at the end of the year. In the whole scoring system relating to these tests, translation represents 20% of the overall score, the rest of the score being



shared equally among other components of the tests (namely, reading, writing, listening, speaking).

In the translation component of the achievement and final tests, students are required to translate a text written in English into Turkish and they are not permitted to use dictionaries, instead the meanings of a number of words in Turkish are provided in a glossary. Since translation is not tested on an objective basis and thus judgement of the scorers is required, assessing students' production in the tests becomes a highly challenging process, particularly in the absence of specific criteria. Student translations are assessed in collaborative marking sessions in which errors are categorised in two groups, as grammar errors and lexical errors, and the points to be deducted for each type of error are agreed upon by the participants of the session at the outset. Participants of each session are the instructors who currently teach translation in the institution. Each teacher is given the translation papers of a few classes other than their own.. They mark the translated texts sentence by sentence individually and discuss points to be deducted for various errors which they encounter in their papers, in the group. Following the markings of translations by teachers individually, each translation is double-checked by another marker and finally both markers of the same translation re-mark the translations together to eliminate disagreements, if there are any and to reach a consensus.

The system which was explained in the preceding paragraphs indicate that YADIM adopts an approach which can be placed closer towards the end of the continuum favouring translation. Being one of the interest groups which is concerned with the translation courses at YADIM, various departments at Çukurova University also have certain expectations from these courses. Figen Şat (1996), who

aimed to prepare curriculum guidelines for the translation courses given at YADIM in her M.A. thesis, conducted interviews with 15 departmental representatives from various faculties at Çukurova University. One of the results of the interviews indicated that the most frequent expectation reported by the departments was “to teach translation techniques (i.e. where to start to translate). This was followed by “to prepare students for departmental study by translating subject area texts and to help students understand what they read.” Another expectation was “to teach students summary translation” (p. 87).

On the other hand another result of the interviews indicated that the basic source of problems that students encountered while translating in their departments was “the inability to understand the gist of the texts”. This was followed by “lack of English grammar and lack of English vocabulary and terminology” (p. 86).

Thus, departments at the university have various demands from the translation courses given at YADIM.

### Statement of the Problem

In the marking of translations at YADIM, discrepancies among teachers’ priorities regarding the translation process, translation evaluation and materials selection pave the way for inconsistencies in the marks given to translation papers. Discussions among teachers for making the final judgement for the marking of papers result in dissatisfaction to one of the parties as generally irreconcilable opinions are vocalised during the collaborative marking sessions. However, the problems which emerge in the marking process may take their roots from deeper problems regarding the discrepancies among teachers at various stages of translation

instruction ranging from the description of course objectives to the priorities given in the implementation of translation courses.

As translation is not assessed on an objective basis and there are not specific criteria to mark students' translations, the marking process becomes more difficult.

As revealed by Şat's thesis (1996), departments at Çukurova University demand teaching of translation techniques, translation of subject area texts and summary translation. However it should be revealed to what extent the translation tests require students to display their ability to use translation techniques or summary translation since the tests and their marking seem to focus more on grammar rather than translation.

This situation prevailing in the institution calls for a detailed research study which addresses the problem of discrepancies that emerge in their most concrete form in the marking of student translations' in the achievement and final tests administered at YADIM.

### Purpose of the Study

This research study aims at suggesting guidelines for establishing criteria for the marking of translation tests at YADIM, Çukurova University in order to achieve standardisation among translation teachers and to minimise the discrepancies in terms of marking criteria. To achieve this, the study investigated the opinions of translation teachers concerning various aspects of translation courses they teach, their instructional priorities and marking approaches, since they deliver translation courses and mark students' translations through the filter of their own perception of translation.

### Significance of the Study

The study focused on constructing guidelines for criteria to mark the translation component of the tests at YADIM, Çukurova University. Therefore, the significance of the study lies in three main areas:

1. Being more informed about the criteria set for marking their students' translations, teachers will be more aware of their priorities in their translation instruction. This will lead to a more standard translation instruction in the institution.
2. The results will inform the testing unit which prepares and administers translation tests about teachers' opinions regarding tests and their effects on marking. This will contribute to make necessary changes to improve the tests in a way that better meets teachers' expectations.
3. Compared to the first two points, both at the institutional level, a more far-reaching contribution of the study will be to help improve the translation courses and their assessment in other universities that offer translation courses.

### Research Questions

1. What are the teachers' approaches to translation in core language/ translation courses at YADIM?
  - a) What are the aims of translation courses as perceived by translation teachers?
  - b) What are the preferred translation types and strategies?
  - c) How do translation teachers evaluate students' translations formatively?
  - d) How do translation teachers evaluate students' translations summatively?

- e) What are the washback effects of tests and marking on translation teaching?
  - f) What translation types does the course outline promote?
2. What are the implications of teachers' approaches to translation on the guidelines for establishing criteria for the for the marking of translation tests in core language/translation courses at YADIM?

### Definition of the Key Terms

Communicative Translation: A kind of translation method which attempts to render the exact contextual meaning of the original in such a way that both content and language are readily acceptable and comprehensible to the readership. (Newmark, 1988, p. 47).

Communicative translation is a cover term which includes various translation methods, including information translation, that focus on the target text.

Information Translation : A kind of translation method which conveys all the information in a non-literary text, sometimes rearranged in a more logical form, sometimes partially summarised ( Newmark, 1988, p. 52).

Literal Translation: A kind of translation method which converts the source language grammatical structures to their nearest target language equivalents and translates lexical words singly, out of context (Newmark, 1988, p. 46).



## CHAPTER II: LITERATURE REVIEW

This research study aims at suggesting guidelines for the establishment of marking criteria for the assessment of translation tests at YADIM. To give a representative context in which the study is conducted, the literature related to Translation Studies will be reviewed with a particular emphasis on the process of translation, translation teaching, the concept of equivalence and translation evaluation in comparison with the reflections of these concepts in the field of English Language Teaching. First, the scope of Translation Studies which provides a basis for the literature review is introduced briefly.

### Translation Studies

Translation represents a dual presence when used in the teaching context in that it is embodied with differing meanings and purposes both in Translation Studies and in English Language Teaching. However, both of the fields have expanded and improved in different directions which could supply the other with beneficial information to bear more satisfactory results in translation teaching. As a significant indication of this cooperation, Kiraly (1995) cites recently-developed models for change in Translation Pedagogy all of which borrow several aspects from English Language Teaching.

Translation Studies, which was coined by Holmes in 1972, accommodates Translation Theory, Translation Methodology and Translation Practice within its realm (Wilss, 1996). Translation Practice, which is the applied branch of Translation Studies, further expands to incorporate several translation-related issues into its scope of study such as Translation Pedagogy and Translation Teaching.

### The Process of Translation

The process of translating, in which various factors interact to lead the translator to the translation product, is explored to find clues for better determining how to approach translation. Considering the implications of process of translation on translation teaching, this section presents the review of issues related to the process of translation.

Newmark (1988) distinguishes between two approaches to translation and indicates that these approaches compromise at many points. In Newmark's words, these two approaches are described as follows:

1. You start translating sentence by sentence, for say the first paragraph or chapter, to get the feel and the feeling tone of the text, and then you deliberately sit back, review the position, and read the rest of the SL text (Newmark, 1988; p.21).
2. You read the whole text two or three times, and find the intention, register, tone, mark the difficult words and passages and start translating only when you have taken your bearings (Newmark, 1988; p.21).

He does not state a preference for one or the other, but he argues for the suitability of the former approach for translators relying on their intuitions and of the latter approach for translators who think more analytically. However, Newmark recommends both of these approaches for different purposes. He considers the first approach more suitable for a literary translation and the second approach, for a technical translation.

Newmark recognises only these two approaches in relation to translation approaches, claiming that further analysis of the translation processes is needless as it

does not provide the translators with remedies for solving practical translation problems.

Bassnett (1991) cites Nida's model of the translation process which involves two stages, decoding and recoding. Similar to Newmark's choice of simplicity in terms of explaining the translation process, Nida's model of translation process is illustrated in Figure 1.

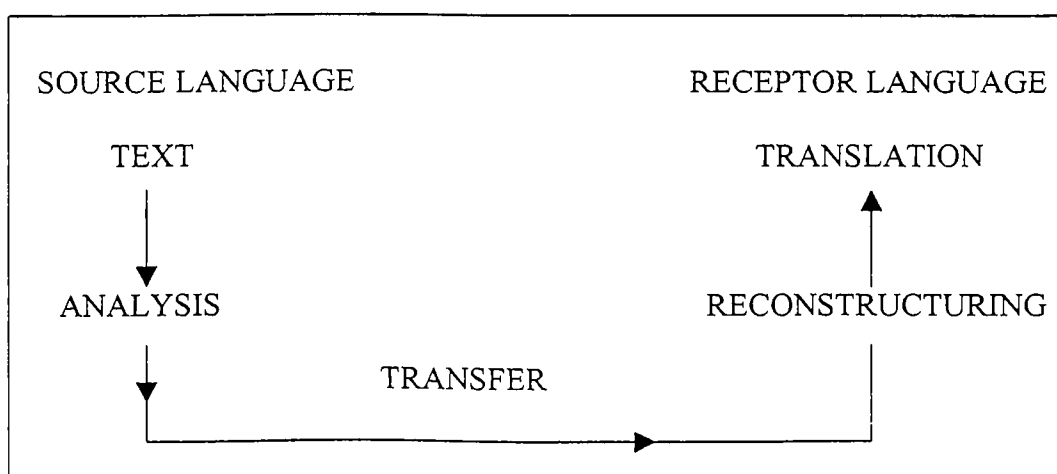


Figure 1.

Nida's Model of Translation Process (Bassnett, 1991, p.16)

A more detailed analysis of the approaches to translation comes from Bell (1991) who takes the roles of various competences into consideration in his description of the translation process. He recognises communicative competence integrating four areas of knowledge and skills, namely grammatical, sociolinguistic, discourse and strategic competence and aims at defining the translation process through these components of communicative competence.

Bell also divides the translation process into two as analysis and synthesis stages and distinguishes three operational areas in both of these stages as syntactic, semantic and pragmatic areas. In Bell's model of translation process, Newmark's

distinction between sentence-by-sentence translation and translation through text analysis is also recognised as bottom-up and top-down approaches. However, he does not specifically recommend any of the approaches for any particular purpose.

Bell's model of the process of translating is presented schematically in Figure 2.

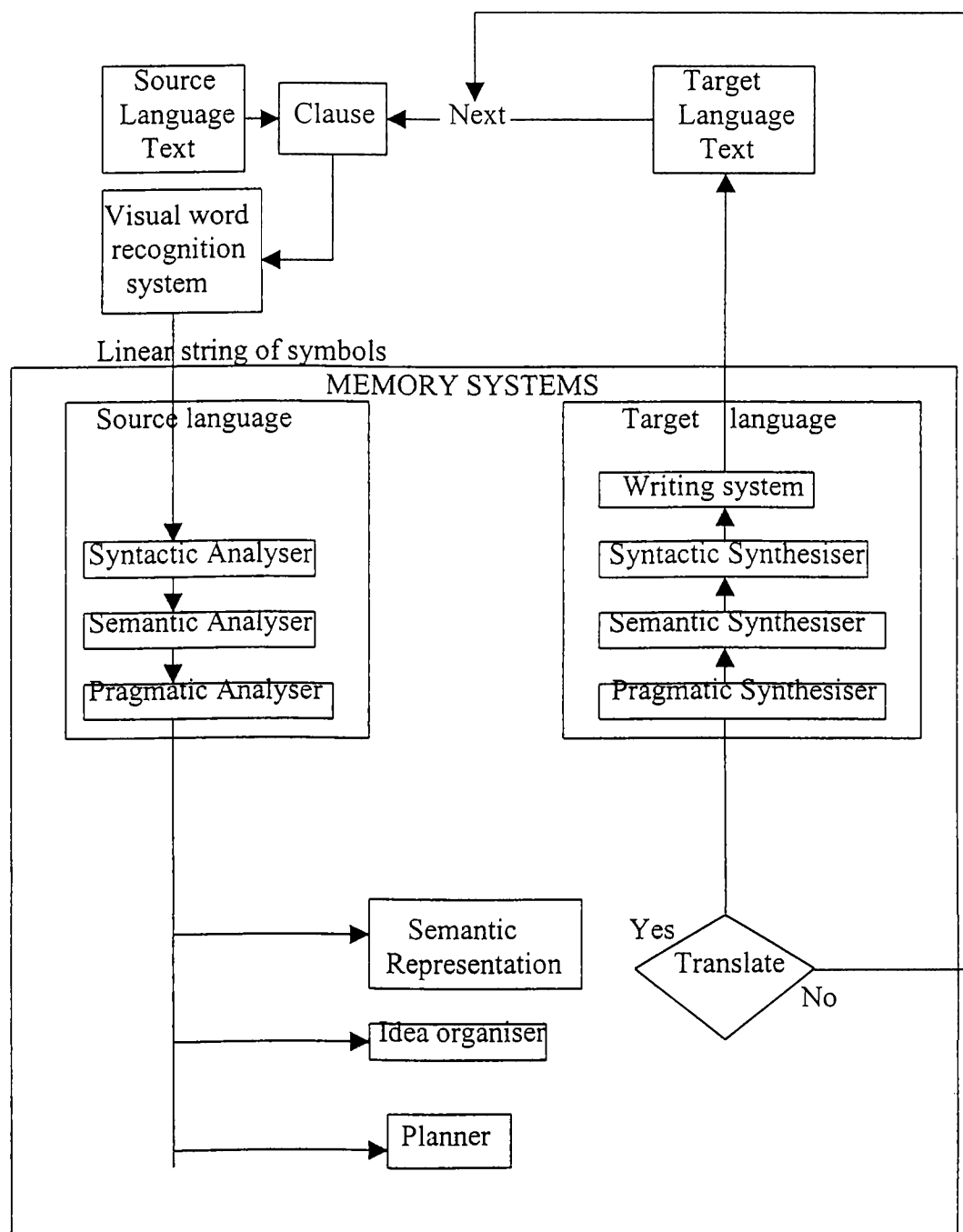


Figure 2.

Bell's Model of the Process of Translating (Bell, 1991, p. 46)

### Text Types and Translation

In Translation Studies, relationships between text types and translation methods have been established by different translation writers in that characteristics of texts may have effects on the decisions to be made by the translators in terms of the ways they may prefer to translate the texts. Among these, Newmark is one of the leading writers as he makes the relationships clear by directly assigning certain translation methods categorised by himself to the text types categorised by the language theorists. Newmark (1988) bases his text categorisation on Bühler's theory of language which distinguishes three main language functions: The expressive function, the informative function and the vocative function.

1. In the category of the expressive texts, he lists "serious imaginative literature, authoritative statements, autobiography, essays and personal correspondence" (p. 39).

2. In the category of informative texts, he lists "textbooks, technical reports, scientific papers, articles in newspapers or periodicals". For informative texts, Newmark determines certain stylistic characteristics such as their being modern, non-regional, non-idiolectal (p. 40). However he places each sub-category of informative texts along a scale of language varieties with regard to its minor differing characteristics ranging from more formal to less formal.

3. In the category of vocative texts, he lists "notices, instructions, publicity, propaganda, and persuasive writing such as requests and cases" (p. 41).

An important issue raised by Newmark in relation to his text categorisation is that each text type, particularly informative texts and vocative texts, usually bear characteristics common to more than one text type.



What is noteworthy in Newmark's typology is that he applies certain translation methods to the three text-categories. Thus he concludes that both informative and vocative texts are more suitable for communicative translation which gives priority to the exact contextual meaning of the source text while respecting the target language norms. He considers expressive texts more suitable for semantic translation which gives priority to preserving the source text language characteristics, sometimes at the expense of some sacrifice of the target language norms. Furthermore, Newmark adds information translation as another translation method which allows freer translation for informative texts to the extent of summary translation.

Being less specified than Newmark's, Van Slype et al. (1983) establish relationships between text functions and degrees of difficulty of translation. They determine five criteria which affect the difficulty of translation: "Level of language, syntactic and semantic structures, source and target languages, translation functions and text functions" (p. 38). In terms of text functions, they consider informative texts which entail focusing on the content as the least difficult, expressive texts which entail focusing on form as more difficult and operative texts (corresponding to Newmark's vocative texts) which entail focusing on behavioural effect as the most difficult.

### The Concept of Equivalence

In his discussion in favour of the use of translation in language teaching, Stibbard (1994) criticises the emphasis given to structural equivalence in translation in that it reduces the importance given to other types of equivalence, such as textual

and pragmatic equivalence. He considers the insensitivity to other types of equivalence harmful as this might lead the students to think that the grammar of the language is an independent meaningful entity without its functional aspects. He also points out that this rigid attitude towards structural equivalence creates an extra difficulty for the students which is not present for professional translators.

By the same token, Widdowson (1979), in his attempt to determine what equivalence in translation from one language into another is, distinguishes between three types of equivalence: Structural equivalence for surface forms of sentences, derived from the Saussurean model; semantic equivalence relating different surface structures to a common deep structure, descending from Chomskyan transformational-generative theory and pragmatic equivalence relating surface forms to their communicative function. Widdowson relates his distinction between types of equivalence to teaching translation in order to refute two commonly held views against translation in English Language Teaching, first by stating that only one-sided focus on structural equivalence in translation teaching may lead the learners to suppose that “there is a direct one-to-one correspondence of meaning between the sentences in the target language and those in the source language” (pp. 105,107) and second by asserting that translation instruction referring to semantic and/or pragmatic equivalence, in no way, “distracts the attention of learners from the search for contextual meaning”.

Analogous to this, Cook (1996) gives the limited and idiosyncratic uses of translation in grammar-translation method as reasons for its exile from foreign language classroom and acknowledges the good practice of translation as an end in itself, rather than simply a means to greater proficiency in the target language, for its

reappraisal in language teaching. He notes that recognising the existence of more than formal equivalence in translation is the major factor for justifying translation in foreign language classrooms.

Stibbard (1994) similarly criticises the use of translation for testing the mastery of students' grammar knowledge as this causes learners to focus only on structural equivalence to the exclusion of other types of equivalence such as textual and pragmatic equivalence.

Contrary to the arguments against the emphasis put on structural equivalence, Tudor (1988) approaches the issue from a different perspective and introduces the concept of consciousness-raising in relation to the use of translation with a focus on the form. This seemingly contradictory approach to form, however, does not indicate the total exclusion of message but "highlighting elements within their communicative context rather than removing them from this context to deal with them in isolation" (p. 363).

Returning to Widdowson's recognition of different types of equivalence instead of one formal equivalence, it can be observed that this concept finds its counterpart in Translation Studies in the "principle of equal effect", one of the most commonly agreed upon approaches to equivalence. This principle, first introduced by Caer in 1896, postulates that a translator should produce the same effect on his own readers as the source language author produced on the original readers (Newmark, 1981, p. 132). Standing the test of time, the principle of equivalent effect proves to be one of the most valid approaches to the equivalence issue in Translation Studies.

Although it is not an exhaustive task to present more definitions for equivalence, Pym's (1992) following statement may serve to be most useful in depicting the

picture of the mess caused by an extensive search for defining “equivalence” in Translation Studies with regard to its centrality in the field:

“Equivalence has been used and abused so many times that it is no longer equivalent to anything, and one quickly gets lost following the wanderings of discourse and associated concepts” (p.282).

In this respect, Widdowson’s understanding of equivalence and relating it to translation teaching is noteworthy for making distinctions among types of equivalence representative of general situation in the field. However, among these three types of equivalence, pragmatic equivalence entails a closer analysis as it introduces two concepts both of which are essential to translation: context and cohesion.

#### Translation and Context

The diversity of approaches to the transfer of meaning from one language into another is an issue which stimulates controversial arguments. Newmark (1981) bases translation on words, sentences, linguistic meaning and language. His claim is that “meaning does not exist without words”. Thus, he considers words as the means to translate into the target language what is expressed in the source language. Kiraly (1995) criticises Newmark’s emphasis on “linguistic materials” in that Newmark ignores other means of conveying meaning than linguistic means. To add another dimension to his criticism, Kiraly introduces the “context of situation” in which the text occurs as another source of meaning as important as the words in isolation (p. 59). However, Newmark (1991) does not recognise context as an equally influential factor on the meaning and claims that the number of context-free

words is generally much higher than context-bound words in a text in order to explain his emphasis on the words themselves more than their contextual implications.

Similar to Kiraly's approach to meaning, Duff (1989) chooses context as the subject of the first chapter in his book "Translation" and explains this priority by stating,

"All language must occur somewhere, and all language is intended to be read or heard by someone. Even an internal dialogue is addressed to someone- the speaker. Since all words are shaped by their context, we can say "very broadly" that context comes before language" (p.19).

In translation studies, context appears as one of the most extensively discussed issues in relation to meaning and translation writers vary in the degree of emphasis they put on context. However, the general trend seems to be to the recognition of context as an important factor on meaning.

#### Translation and Cohesion

Neubert and Shreve (1992) define coherence as "a property of the underlying meaning structure of a text" and they consider cohesion as the manifestation of coherence in the linguistic surface of the text (p. 102). Relating these textual properties to translation, they stipulate a text-based translation as a prerequisite to maintain the source text characteristics related to coherence and cohesion and they emphasise the inevitable loss of these properties in the literal sentence-for-sentence translation.

Papegaaij and Schubert (1988) determine the objects of translation as texts and describe the entire process of translation as the production of a new text in the target

language through the analysis of the given text in the source text. Thus, they investigate the text features which turn a set of unrelated sentences into a coherent text. In their efforts to understand textual unity, they describe the ignorance to cohesion and coherence in a translation as the “destruction of a text” (p. 10).

### The Unit of Translation

Newmark (1981) defines the term unit of translation as “the source-language unit which can be recreated in the target language without addition of other meaning elements from the source language” (p. 140). He suggests that the unit of translation is contracted to word when there is not difficulty with the translation of a part and expanded when the translator encounters a problematic part.

Kiraly (1995) observes four units of translation as word, word strings, suprasentential and text in the Think-Aloud-Protocols he conducted with novice and professional translators.

Wilss (1996), a pioneering translation scholar writing on translator training, utters the words “mindless and pedagogically underdeveloped” (p. 10) to describe his opinion of the use of word-based and sentence-based translation activities as a tool for the acquisition of grammatical, syntactic, or reading\writing knowledge of a foreign language within the framework of the grammar-translation method. On the other hand, he values translation when it is considered as a text-based communicative effort. However, Newmark (1988) considers the importance attached to text-based translation by writers such as Wilss and Holmes as “exaggerated” and defines unit of translation as both “a sliding scale, responding according to other varying factors” and “ultimately a little unsatisfactory” (p. 67). He makes a further distinction

between free and literal translation to assign the unit of translation as sentence for the former and word for the latter.

### The Use of Dictionaries

The use of dictionaries and the capacity of their use have been a controversial issue in translation. Kiraly (1995) lists dictionaries as one of the external resources that can be used in the process of translating as a reference when internal resources such as the source text input and retrievable data from the long term memory fall short of helping translator to overcome a problem in a text. He also considers the use of dictionaries as a strategy which can be used more successfully for translation when it is learned. Kiraly cites Krings' criticism of the constraint imposed on the subjects for the use of dictionaries during the think aloud protocols conducted by Lorsch as Krings considers the use of dictionaries and other reference sources as part of a conscious translation process.

Kussmaul (1995) discusses the use of dictionaries more in detail along with the use of contextual clues. He examines students' mistakes in translation which are caused by their "naive" trust in dictionary findings and notes that the misuse of dictionaries is generally caused by the search for meaning from the dictionaries ignoring the contextual meaning (p. 106). Thus he concludes that students should be taught how to use dictionaries in translation specifically to show them the limitations of dictionaries, to enable them to use different types of dictionaries together to obtain more sound results and to make it clear to them that words are not free from their context. He recommends training courses for using dictionaries as part of any translation program or integration of training with dictionaries into other courses.

However, Duff (1989) introduces a drawback of the use of dictionaries and notes that the dictionary may lead the students to become “less resourceful” as they stop their search for more appropriate meaning once they find the meaning of a word in the dictionary. Yet he does not opt for the ban of the dictionary from the class (p. 15).

### Translation Teaching

Despite the lack of studies carried out in the field of Translation Studies relating to teaching translation, the urgent need for a more systematic approach to teaching translation has been recognised by some of the leading scholars in Translation Studies. The issues which were raised in relation to teaching translation can be categorised under three headings: 1) lack of objectives, 2) asystematic approach to translation, 3) standards and norms.

1. In the first place, there is the issue of lack of objectives in translation instruction. Kiraly (1995) refers to a survey of translation instructors in foreign language teacher training and translator training programs conducted by König to provide evidence to support the “pedagogical gap” in translation instruction. König (1979; cited in Kiraly, 1995) asked eighteen translation instructors what the specific objectives of the translation courses they taught were. Only seven of the instructors gave any answer. The lack of clear objectives was interpreted as a pedagogical gap in translation skill instruction by Kiraly. To emphasise how wide-spread this situation is in teaching translation, Kiraly refers to a maxim which caricatures the only common pedagogical principle applied: “At the end of the course, students should be able to translate better than they could before the course began” (p. 10). In



the same way, Wilss (1996) ridicules this lack of objectives by noting that “All that goal-conscious teachers can say at the moment is that goals, like problems and decisions, have a three-step structure, with a beginning, a middle, and an end” (p. 209).

2. Second, as Kiraly puts it, is the traditional, asystematic approach to translation teaching, which should be replaced with a solid theoretical framework to create more systematic classroom instruction. What Kiraly recommends as the framework for a more systematic approach to translation teaching is a combination of translation pedagogy, which may critically adapt that of foreign language teaching, with translation studies.

3. As Wilss (1996) notes, there is the problem of “development of texts which measure the quality of a translation against previously set standards and norms with the goal of objective marking of examination papers on the basis of carefully determined validity criteria” (p. 209).

Although Wilss’ statement seems to focus on the problem of text development, it in fact considers two other aspects of translation which are no less important than text development. These are establishing criteria before measuring the quality of a translation and objective marking of translation papers.

In line with this, the next section will dwell upon the issue of evaluation and criteria setting in translation.

### Translation Evaluation

As a consequence of all these unsettled issues which were discussed in the sections above, evaluation of translation quality is also a field in which many different conflicting and complementing approaches coexist.

Before discussing specific approaches taken towards a considerably broad field like translation evaluation by different authors, it may be useful to establish a general framework of the viewpoints from which translation can be evaluated.

Van Slype et al. (1983) admit the subjectivity of translation evaluation and base translation on “a number of criteria, the nature and relative weight of which vary according to the view adopted” (p. 41). They adopt two standpoints introduced by Harris (1979) : “The first is the criteria of quality; the second is the point of view of the user” (p. 42). As regards the criteria of quality, he makes a distinction between “intrinsic qualities (in theory, independent of the reader), namely terminological accuracy, or faithful rendering of the meaning of the words; grammatical accuracy and orthographical accuracy and extrinsic qualities (dependent on the “text-reader” relationship), namely intelligibility and fidelity to the meaning, aims and nuances of the original text” (p. 42). As regards of point of view of the user, he illustrates by giving the example of a lawyer who is concerned with the fidelity of the translation, of a novelist who is more interested in the style and a scientist who puts intelligibility first. As for the head of a translation department, intrinsic qualities would emerge as determiner for evaluation because in the absence of genuine readership for the student translations, the purpose of translation would be to ensure accuracy.

To draw a conclusion out of this framework for a translation teacher, the situation would not be much different than that of the department head who emphasises terminological, grammatical and orthographical accuracy to the relative exclusion of extrinsic qualities.

Having placed translation assessment in terms of marking students' translations in a rather broader context of translation evaluation, the following parts of the section will elaborate the individual perspectives of translation authors.

Parallel to his holistic approach towards the teaching of translation discussed in previous sections, Wilss (1996) makes a comparison between evaluation and error analysis in terms of translation in that the latter is based on "wrong/right" dichotomy whereas the former requires assessing a translation as a whole taking account of both positive and negative factors. He acknowledges evaluation as a more improved way of understanding the quality of a translation and disparages error analysis for its restrictive approach to translation.

Kusssmaul (1995), on the other hand, employs the concept of "error" in relation to translation evaluation. However he distinguishes between "error analysis" which searches for the reason of the error and therefore is known as foreign language teacher's view and "error assessment" which always questions whether the error impedes communication and thus is favoured by professional translator. Interpreting this clear-cut distinction, he relates the bias of language teachers towards error analysis to their emphasis on competence in the language (p. 128).

Kusssmaul also acknowledges that detecting errors and noticing problems are interrelated. He further assumes that "when an error occurs there is a problem, although not all problems result in errors" (p. 153). This assumption follows that in the case of marking a student's translation, an error can not be graded unless the problematic text passage is analysed. In relation to these assumptions, he proposes to take the following steps in grading students' translation :

•

-Classifying the problematic text passage and the resulting errors on the basis of cultural, situational, illocutinary, meaning or language problems (p. 153),

-Analysing the function of the text within its context and with regard to the overall purpose of the translation by taking coherence and cohesion into account ( p. 153),

-Being guided by the qualitative question: have the results of our analysis been reproduced in the translation?, and by the quantitative question : how far-reaching is the error? (p.153),

- Looking for passages in a student's translation which can be evaluated positively in order to counterbalance this error-based approach (p. 153).

What stands to be significant in Kussmaul's approach towards translation evaluation are:

1. Recognising text analysis as a step prior to grading,
2. Recognising positive elements in a translation , e.g. dealing with a problematic point in a text successfully, as well as errors, and grading it positively.

Sager (1983) emphasises the need for a "set of clearly defined parameters and a scale of values with appropriate gradations in order to achieve a respectable evaluation procedure for the sake of objectivity" (p. 127). He bases his error taxonomy on the "effect of error" by categorising three types of effect: linguistic effect referring to structure, semantic effect, referring to content and pragmatic effect, referring to message.

This taxonomy of Sager's bears similarity both to Widdowson's distinction among layers of equivalence and to the equivalent effect principle, which is one of

the most agreed upon definitions of equivalence and somewhat combines them into one for translation evaluation.

Pym (1992) constructs his translation evaluation philosophy on a definition of translation competence which unites “the ability to generate a target-text series of more than one viable term (target text.1, target text. 2...target text. n) for a source text” with “the ability to select only one target text from this series, quickly and with justified confidence, and to propose this target text as a replacement of source text for a specified purpose and reader” (p.281).

Departing from this point, he proposes an interesting distinction between binary and non-binary errors. He defines binary errors as those which can be labelled as completely (and simply) incorrect and reflects to a large extent foreign language teachers’ understanding, whereas non-binary error can be labelled as correct in a sense but not as correct as another alternative to the SL unit. Pym hypothesises that in order to transform language classes into translation classes, it is essential for the language students to progress towards non-binarism and it is required that students’ overall progress be measured as an increasing proportion of non-binary errors.

Besides these rather theoretical approaches towards translation evaluation, equally important are the practical applications all over the world in evaluating students’ translations. To this effect, Farahzad (1992) introduces two scoring systems that they are resorted to in translation evaluation at their university in Iran: first is the holistic scoring in which “text” is considered as the unit of translation and which is suitable when a large number of students are to be evaluated. The examiner allots points to each important factor and the total ratings then constitute the score; the

second is the objectified scoring which is more reliable but more time-consuming. It requires target text be read two times, first to check accuracy and appropriateness, then for cohesion and style. In the first stage of this type of scoring, the unit of translation is sentence or clause and in the second stage, unit of translation is the text. This second type of scoring can be considered as more reliable as it is composed of an analytic and holistic attitude towards the text (p. 271).

On the other hand, what is applied in a German university is explained by Newson (1988) as follows: Marking is based on a scale of 0.5, 1, and 2; 0.5 is deducted for a minor error, 1 for a more serious error and 2 for a gross error. No distinction is made in terms of type of error, whether it is lexical, stylistic or grammatical. What is emphasized in this type of scoring is being consistent among different translations (p. 8).

This latter scoring system seems somewhat at odds with the former scoring systems described by Farahzad in that each text in itself is not evaluated in detail but evaluated merely in comparison with other texts, which may be attributed to a rather practical approach compared to that of the former.

To recapitulate, what commonly applies to most of the issues raised by the authors from the theoretical wing is their recognition of a dichotomy between translation evaluation in ELT and translation evaluation in TS. In the case of the practitioners who are in search of a concrete set of criteria relevant to their unique situation, views range from diligent study of each text for evaluation purposes to the simple, practical approach of achieving consistency among different texts.

Newmark (1988) distinguishes two approaches to assessing students' translations as functional and analytic assessment. He describes the functional assessment as a

general approach which asks the question if translation has achieved its purpose. Newmark associates this with impressionistic marking. As a negative aspect of this approach, he notes its tendency to miss the details since it is the overall assessment of translation. The second approach is more detailed as it entails dividing a text into smaller parts and assessing the translation at the micro level. Newmark favours analytic assessment because of its being more reliable than functional assessment.

In addition to his recognition of functional and analytic approaches to translation assessment, Newmark introduces two types of translation marking which may again be considered as the results of different perspectives on assessment: negative and positive marking. Analytic assessment is based on detecting the mistakes and this approach outweighs the positive aspects of translation. Thus negative marking appears as a characteristic of analytic assessment. Unlike negative marking, positive marking, which is regarded by Newmark as a more popular assessment type, entails taking the positive aspects of translation into account as well as the errors it contains.

In relation to the purpose of both translation and its assessment, the approach to be adopted can be determined in any given context.

## CHAPTER THREE: METHODOLOGY

### Introduction

This research study investigated the instructional characteristics of the translation courses given as part of the preparatory program at YADIM in order to suggest guidelines for establishing marking criteria for the assessment of translation tests given to intermediate level students. To achieve this aim, two research questions were formulated, addressing teachers' approaches to translation and implications of teachers' approaches to translation on the guidelines for establishing marking criteria.

This study is a qualitative case study conducted to explore the assessment of translation at YADIM. A case study, by definition, can provide the researcher with rich information about a single entity, in this case, the marking criteria of a course in a single institution. The purpose of a case study, as Johnson (1992) notes, is "to describe the case in its context" (p. 76). However, she points out that the boundaries of this context are determined by the aims of the study. In the specific case of this study, the context was reflected in the data collected by the participation of ten translation teachers in the institution as they were considered to be the representative of the larger population of 26 with their differing backgrounds with regard to their experience in English language teaching, translation teaching and previous or current professional translation experience.

Johnson (1992) describes "a high-quality analysis" as one which "identifies important variables, issues, themes; discovers how these pattern and interrelate in the bounded system; explains how these interrelationships influence the phenomena under study; and offers fresh new insights" (p. 90). In line with this description, the



study first identifies the different groupings among translation teachers depending on various variables such as their perception of course aims, their methods of translation instruction and their priorities in defining a good translation. The study then discovers the effects of the differences in these variables on the marking of student translations. Next, it derives conclusions about the discrepancies and their effects and finally offers guidelines for a new set of criteria.

Initially, the study was designed to employ only interviews with translation teachers. However, as data were collected through interviews and related literature was reviewed, the need for more concrete data emerged. Thus, additional tools were developed to meet the needs of the study.

Information regarding the implementation of a variety of techniques, including interviews, naturalistic observations, gathering of the materials used in the classes, and the course outline teachers are provided with, and analysis of students' translations marked by the teachers are given in the following sections of the chapter.

### Informants

The informants of the study were ten translation teachers who were currently teaching core language/translation courses in the institution. These teachers participated in a three-stage data collection process in which they were first interviewed and then observed once in their translation classes and finally they marked eight student translations.

At the time the interviews were being conducted for the study (March 8-12), there were 26 translation teachers teaching core language/translation courses in the

institution. Table 1 presents the years of experience of the population of translation teachers and of the teachers in the selected sample in English language teaching.

Table 1

Translation Teachers' Experience in ELT

	Range of experience		
	2-5 years	6-10 years	Over 10 years
Population of translation teachers	10 (38%)	9 (35%)	7 (27%)
Selected sample	4 (40%)	4 (40%)	2 (20%)

Table 2 presents the years of experience of the population of translation teachers and of the teachers in the selected sample in teaching translation.

Table 2

Teachers' Experience in Teaching Translation

	Experience in teaching translation	
	1- 3 terms	4- 5 terms
Population of translation teachers	21 (80%)	5 (20%)
Selected sample	8 (80%)	2 (20%)

As translation courses have been given for five years in the institution, the maximum years of experience is limited to five years.

Table 3

Informants' Background Information

Informants	Years of experience in ELT	Years of experience in teaching translation at YADIM	Experience in professional translation
1	5 years	3 terms	Translating medical Texts
2	3 years	3 terms	Translated part-time as a student
3	21 years	5 terms	None
4	2 years	2 terms	Translated part-time as a student
5	6 years	3 terms	None
6	9 years	3 terms	None
7	8 years	3 terms	None
8	20 years	5 terms	None
9	3 years	2 terms	None
10	6 years	2 terms	None

As is seen in Table 3, the informants who were selected for the study represent the population of the translation teachers in the institution with regard to their experience both in English language teaching and in translation teaching in the institution.

## Materials

### Interview Questions

Interview questions were prepared based on the review of the literature and the researcher's own experience in the institution both as a translation teacher and translation marker. As a result, interview questions were prepared in seven categories. The first category included background questions about the informants. The second category of questions were prepared to reveal teachers' perceptions about the institutional aims and their own course aims regarding translation. The third category was to inquire upon the stages of translation courses that the teachers followed. The fourth category was made up of questions to learn about teachers' practices in the class such as their attitudes to the use of dictionaries or time limitations for translation. The fifth group of questions were to ask teachers' preferences about materials to be used in class. The sixth category contained questions about formative evaluation of students' translations by the teachers in the courses and the last category included questions about the summative evaluation of translation papers.

The interviews were piloted on two translation teachers in the institution before they were conducted with the informants. After the pilot interviews, interviewees' opinions about the questions were asked and the following revisions were made in

the questions upon the feedback received from the interviewees and researcher's own reflections on the interviews.

1. In the category of background information, one of the interviewees hesitated to answer the question related to her age. The question was eliminated since another question about the years of experience in English language teaching served the same purpose for the study.

2. The questions in the third and fifth categories, i.e. classroom practices and materials, were answered spontaneously by both of the interviewees in a previous part of the interview. Therefore, these categories were eliminated.

3. The question regarding teachers' opinions about the interaction among teachers during collaborative marking sessions (seventh category) was also eliminated since the interviewees considered the question disturbing as it required an answer about personal relationships. Therefore this question was also eliminated as an individual question but it was integrated in the interviews as a follow-up question in a different form in the seventh category.

After the revisions, the final version of the interviews had five categories of questions as questions about background information, questions about aims, questions about the stages of the translation courses followed by the teachers, questions about formative evaluation and questions about summative evaluation (See Appendix A).

### Observation Checklists

Observation checklists were used as a guide to lead the observer to seek a predetermined set of practices in all classes in accordance with the interview questions. The framework of the observation checklist was prepared by using the

findings of the interviews with the teachers. The interviews revealed that teachers grouped around different patterns with regard to the way they approached translation and the way they taught it. Therefore, the observation checklist included a section that itemised various stages of a translation course and various practices which could be implemented in these stages based on the interview findings.

The teachers also sorted out different priorities for the importance they attributed to various aspects of translation. The second section of the observation checklist was formed by considering various aspects of translation on which teachers focused to differing degrees, as they stated in the interviews. Hence the observation checklists were prepared, in a sense, to seek the data verbalised by teachers during the interviews in action. However, in anticipation of various practices which could have emerged in the observations although they had not been stated by the informants during the interviews or neglected by the researcher, space on the observation sheet was allocated to take notes of such occasions (See Appendix B).

The materials used in the observed courses are in Appendix C.

#### The Text for Mock-Exam Marking

The informants of the interviews who were also observed in their translation classes later marked eight students' translations. The text to be translated by the students was selected by a member of the testing unit of the institution. It was reported that the text had been one of the alternatives for an approaching test, but it was eliminated since another, more appropriate text was later found for use in the test (See Appendix D).

### Course Outline

The three-page course outline was analysed to shed light on the content of the translation courses as it was the only official document in circulation. It was prepared by core language/translation coordinators who also taught the course throughout the year and both of whom were interviewed for this research study. (See Appendix E).

### Procedures

Of the four data collection tools, interviews were the first to be conducted as they were considered the major data collection tool. The interviews were conducted between March 8 and March 12, 1999. Initially they were piloted on two translation teachers and were revised. The choice for recording and language was made by the informants. All of the informants preferred not to be tape-recorded for their convenience and all the informants except for one preferred Turkish as the medium of communication. The researcher took notes during the interviews and edited her notes immediately after each interview. Each interview lasted about 30-45 minutes. At the beginning of the interviews, the informants were assured in terms of the confidentiality of the interviews. During the interviews, the answers to the main questions in each category were elaborated with follow-up questions.

The classroom observations were made between May 17 and May 21, 1999. Teachers were not informed about the content of the checklist and each teacher was observed once.

Mock-marking was also implemented in the same week as observations. One of the informants had 15 of her students translate the text. Of the 15 students'

translations, eight translations were selected for marking. The reason behind selecting eight translations of 15 was reducing the number of the papers to be marked for the convenience of ten translation teachers, who underwent a demanding process by participating in the study. However, eight translations were sufficient to serve the purpose of the marking due to their representative characteristics, such as the type of the errors committed in these papers and the alternative translations used for some problematic units. The papers were also selected to represent higher, average and lower level translations.

The teachers were later given eight translations and an instruction sheet informing them about the marking (See Appendix F). They were not given any criteria and were asked to mark the translations over 20 points by taking their individual priorities into account. The marked papers were collected in three days.

### Data Analysis

Data collected through interviews were analysed by using coding technique. The parent categories of codes were generated in reference to the interview questions. The interviews were initially categorised under these codes and were later examined to identify the recurrent themes. This led the researcher to generate a start list of codes and this proceeded to the first level and second level coding to cope with all the themes that emerged as data were further analysed. Following these, the frequencies and percentages of the themes under each code were quantified for each teacher and displayed in tables.

Observation checklists were combined on a single sheet. The first section of the checklists was organised to show the general tendencies of translation courses with

regard to the stages that teachers followed, their sequencing and the practices they favoured. The second section of the observation checklists was to collect data about the distribution of teachers' feedback on various aspects of translation and their frequencies. To analyse the data collected by using the second section of the observation checklists, frequencies and percentages of each teacher's feedback on various aspects of translation were quantified.

For the analysis of the papers marked by ten teachers, papers were initially examined to identify the errors common to all papers. Secondly, sources of these errors were determined and categorised in groups. Teachers' treatment of each group of errors was determined. Apart from their error treatment in marking, teachers' considerations of different aspects of translation were also noted and the findings were discussed in terms of their similar and contrasting patterns.

Finally, the course outline was examined and discussed to clarify the content of the translation courses.



## CHAPTER FOUR: DATA ANALYSIS

### Overview of the Study

This research study investigated the instructional characteristics of the translation courses given as part of the preparatory program at YADIM in order to suggest guidelines for establishing marking criteria for the translation tests. To this end, four data collection tools were developed. The first tool was an interview guide to interview ten translation teachers who were currently teaching translation in the institution. The second tool was classroom observations of the same ten teachers. The third data collection tool was the eight translation papers marked by the same translation teachers. The fourth data collection tool was the core language – translation course outline prepared by the syllabus coordinators as a guide to translation courses .

Interviews were conducted to reveal the perspective of ten translation teachers in relation to their perception of institutional aims and their course aims, their preferences for translation types and strategies, their approaches to formative and summative evaluation and their considerations regarding the washback effects of tests and marking on their teaching. The informants were responsible for delivering translation courses and marking the translation tests at YADIM, Çukurova University. The interviews were first piloted on two translation teachers before they were actually conducted with the informants of this study. Interview questions were revised according to the feedback received from the pilot-interview participants. Interview questions were semi-structured in nature and were categorised in five groups.

- 1) The questions to obtain background information about the informants,

- 2) The questions to understand the institutional aims as perceived by the informants and their own aims regarding translation courses they taught,
- 3) The questions to inquire about the stages forming the translation process in the courses,
- 4) The questions concerning aspects of formative evaluation in the translation courses,
- 5) The questions to reveal informants' perspective about summative evaluation of translation in the institution.

Observations of the translation classes taught by the interview informants were made by using checklists prepared within the framework of the questions previously asked in the interviews. The purpose for using the same framework was to observe the similarities and dissimilarities which could emerge between the findings of the interviews and the observations in an organised way. Each class was observed once and teachers were not given any information about the content of the observation checklists before the observations.

The assessment of eight student translations by the interview informants was used to reveal the priorities of teachers in the actual process of marking and to obtain more concrete data from the teachers.

The course outline was analysed to obtain information about the content of the translation courses as it was the only official document distributed to translation teachers to inform them about the content of translation courses.

To analyse the data collected through interviews a coding technique was used. The data collected through the observations were analysed by using frequencies and

discussing the findings. The findings obtained through mock-exam markings were also analysed in a discussion about teachers' marking tendencies and priorities.

## Data Analysis Procedures

### Interview Analysis

The data collected through interviews were analysed by coding and categorising the data. The first group of codes was formed in accordance with the categories of questions that were asked in the interviews. Table 4 presents these predetermined categories.

Table 4

#### The List of Predetermined Categories

Category	Code
Aims	A
Stages	S
Formative Evaluation	E-FOR
Summative Evaluation	E-SUM

In addition to the data which could be classified in the predetermined categories, two more categories were generated to sort out the data about the materials used in translation courses and about informants' opinions concerning the translation tests.

Table 5 presents the final list of categories (See Appendix G).

#### The Final List of Categories

Category	Code
Aims	A
Stages	S
Materials	M
Formative Evaluation	E-FOR
Tests	TS
Summative Evaluation	E-SUM

Taking the pre-determined categories as the framework for coding, recurrent themes that emerged under each category were identified and new branches of codes were generated as the second, third and fourth level of codes to classify them. The procedure for classifying the recurrent themes under second and third level codes as they emerged is exemplified in Table 6.

Table 6

Identification of Recurring Themes

Data	Theme
Exams lead teachers to deal with the details of the text and to be rigid in marking errors. The language is not authentic and they can be translated with perfect match in Turkish.	Tests-problem-materials (TS-PRO-MAT)
Getting students to take a global approach to the text is what I want to achieve. They tend to start translating before reading the text once and understanding the main ideas.	Stage-text analysis-context (S-ANA-CON)
Students are expected to find one correct translation to deserve the whole score for a sentence but there are possible alternatives and we should recognise them.	Summative Evaluation-Problem-alternatives (E-SUM-PRO-ALT)
It is reasonable to ban dictionaries in the exams but there should be more words in the glossary.	Tests-problem-glossary (TS-PRO-ADM)
If a translation can be read smoothly without any ambiguity, and if it is intelligible, it is, to a large extent, a good translation. I read translations keeping this in mind.	Formative evaluation-teacher role (E-FOR-TR)

Observation Analysis

The framework for the observation checklists was formed taking the data collected through interviews into consideration. Checklists were composed of two sections, namely the section for the teaching stages of the translation courses and the section for the frequency of teacher's feedback on various aspects of students' translations. The findings of ten classroom observations collected by using checklists were combined together and presented in two tables (See Table 21 and Table 22).

The findings of the observations related to the teaching stages of the courses were discussed. The frequencies of the feedback given by the informants on each aspect of students' translations such as structural accuracy, lexical accuracy, appropriateness and so on were noted during the observations and their percentages were quantified.

#### Analysis of Mock-Exam Paper Marking

In the analysis of the eight papers marked by ten teachers, papers were initially examined to identify the errors common to all papers. Secondly, sources of these errors were determined and categorised in four groups as structural inaccuracy, lexical inaccuracy, inappropriateness and lack of cohesion. Errors related to style which had emerged as an error category in the classroom observations were not considered as a separate category while analysing mock exam markings since the text used for marking did not lend itself to stylistic considerations for translation due to its modest tone.

Apart from teachers' error treatment in marking, their considerations for different aspects of translation were also noted as they could have implications on the establishment of marking criteria.

#### Analysis of the Course Outline

The course outline was discussed in relation to its possible effects on the translation courses and the priorities it gave to various aspects of core language/translation courses.

## Results

### Results of the Interviews

The results of the interviews which were analysed by using codes and categories are presented in tables. Parallel to the main categories generated for classifying the data, the interview analysis section is composed of subsections focusing on different themes which emerged in response to the interview questions.

#### Results about the Aims

Institutional aims. Table 7 presents informants' perceptions of the institutional aims for incorporating core language/ translation courses into the program.

Table 7

#### Perceptions about the Institutional Aims

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Translation for academic purposes in faculties	1	1	1	1	1	1	1	1	1	1	100
Translation for students' professional life after graduation	1	–	–	–	1	–	–	–	1	–	30

Table 7 shows that all informants agree about the institutional aim for incorporating translation courses into the curriculum and think that students will need it in their departments for translating academic texts. In addition to this, 30% of the informants think that students will also need translation in their professional life.

These results indicate that informants perceive translation as an end in itself at the institutional level.

Course aims. Table 8 presents informants' aims regarding the core language/ translation courses they teach.

Table 8

Course Aims

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Enabling students to master previously learned grammar structures with translation exercises	–	–	1	–	–	1	1	1	–	1	50
Teaching techniques and skills for facilitating translation	1	1	–	1	1	–	–	–	1	–	50

The results indicate that 50% of the informants aim at reinforcing the grammatical structures by using translation exercises and 50% of the informants aim at teaching translation related subjects in their courses. Thus, the unity among teachers regarding institutional aims is not preserved in describing the specific aims of the core language/translation courses they teach. Five informants deviate from describing translation as an end in itself, to limiting translation to a means of teaching grammar, whereas the other five informants still specify their course objectives with respect to translation.

Institutional aims vs. course aims. Table 9 presents the reasons for the shift from translation as an end at the institutional level to translation as a means at course level.

Table 9

Discrepancies between Institutional Aims and Course Aims

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Focusing on grammar due to students' low level of English	–	–	1	–	–	1	1	1	–	–	40
Focusing on grammar due to my inadequate translation knowledge	–	–	1	–	–	–	1	–	–	1	30
Focusing on grammar due to grammar-oriented testing and especially marking	1	1	–	1	1	1	–	1	1	1	80

As is seen in Table 9, 80 % of the informants, including those who defined their course objectives in terms of translation, state that they focus on grammar in translation courses due to tests and marking. However 40% of the informants focus on grammar due to student-related reasons and 30% state their personal reasons for their shift of focus from translation to grammar.

In relation to her focus on grammar, one of the informants articulated the following statement :

**Although my basic concern is teaching translation strategies and tricks, there are times I drift towards grammatical side of translation exaggeratedly, especially when achievement exam dates approach (Informant 5).**

Another informant stated the following in reference to the discrepancy between the translation- core language dichotomy:

**If we recognise two aspects for this course as its name suggests, translation should precede core language but this is reversed in the courses (Informant 6).**



### Results about Analysis Stages of Translation

In this section, the data about informants' priorities in contextual, semantic and structural analysis stages of translation which precede the actual translation process are analysed.

Contextual analysis. Table 10 presents the data about informants' priorities in contextual analysis stage of translation.

Table 10

#### Contextual Analysis Stage

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Beginning to translate before reading the text	–	–	1	–	–	1	1	1	–	1	50
Focusing on the problematic sentences immediately, ignoring preceding sentences	–	–	1	–	1	1	1	1	–	1	60
Warm-up before reading the text	1	–	–	1	–	1	–	–	–	–	30
Reading the text before translation	1	1	–	1	1	–	–	–	1	–	50
Discussing about the text before translation	1	1	–	1	–	–	–	–	1	–	40
Deriving main ideas and supporting ideas	1	1	–	–	–	–	–	–	1	–	30

Table 10 shows that 50 % of the informants do not approach texts at the contextual level as they do not have students read the text as a whole unit and do not encourage them to perceive it at the contextual level. The other 50% of the informants have their students read the texts. In addition to reading the text, 40 % of the informants have students undergo at least three of the last stages presented above

before beginning the actual translation activity, enabling them to take context into consideration.

Informant 1 stated her purpose for taking context into account before translation as follows:

**The initial contact with the text largely determines how translation will be made.**

**If they comprehend the text as a whole instead of perceiving its pieces, they translate the ideas of the text, which I recommend them to do ( Informant 1).**

Semantic analysis. Informants' priorities in semantic analysis stage of translation courses are presented in Table 11.

Table 11

Semantic Analysis Stage

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Underlining the words and searching for their meaning before reading the text	—	—	1	—	1	1	1	1	—	1	60
Negotiating meaning of the words from the context	1	1	—	1	—	—	—	—	1	—	40

Table 11 shows that 60% of the informants disregard search for the meanings that words acquire in the context, whereas 40% of informants approach semantic analysis of the texts on the basis of the context.

Informant 10 explained her reason for getting her students to search for the meaning of the words before reading the text as follows:

**Waiting for them to read the text from the beginning to the end is really time-consuming. When they are given the words beforehand, this makes it easier for them to understand the text (Informant 10).**

Informant 4 made the following explanation regarding the semantic analysis stage:

**One of the strategies students should apply in translation is to grasp the meaning of the words in the text. Before reading the text and have an idea about it, they can not find the right Turkish equivalents in the following stages (Informant 4).**

Structural analysis. Table 12 presents the findings about the structural analysis stage of translation courses.

Table 12

Structural Analysis Stage

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Splitting complex sentences into smaller portions and analysing them in detail before translating each sentence	–	–	1	–	1	1	1	1	–	1	60
Not concerned with grammar separately before translation	1	1	–	1	–	–	–	–	1	–	40

As is seen in Table 12, 60% of the informants approach structural analysis of the texts free from the context and this stage takes place at sentence level. However, 40% of the teachers do not consider structural analysis of sentences in texts as a stage to be dealt with separately from the contextual and semantic analysis stages.

Informant 6 explained her reasons for putting emphasis on this stage of translation in the courses as follows:

**Most of our students don't have good command of English for the time being. I know that translation is not for explaining structures to students but still I have to spend time in making the structures of a sentence clear to my students. Another real reason is the merciless marking (Informant 6).**

Informant 9 omitted the structural analysis stage before translation and states:

In the core language courses, we spare enough time for teaching and practicing the grammar. When I keep on concentrating on grammar in translation courses, the borderline between these two courses disappears. I also believe that we, as teachers, exaggerate grammar and mislead the students (Informant 9).

### Results about Reconstruction Stages of Translation

In this section, the data about informants' priorities in structural, semantic and stylistic reconstruction stages in translation were analysed. Reconstruction stages follow the analysis stages and in these stages, actual translation activity starts. Parallel to the analysis stages, three reconstruction stages were identified in the interview findings: Structural reconstruction, semantic reconstruction and reconstruction of style and register, which corresponds to the contextual analysis.

Structural reconstruction stage. Table 13 presents informants' priorities in the structural reconstruction stage in translation.

Table 13

### Structural Reconstruction Stage

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Basically preserving the number of sentences in the source text while translating	–	1	1	1	1	1	1	1	1	1	90
Preserving the structures in the source text without adapting them to Turkish	–	–	1	–	1	1	1	1	–	1	60
Changing the structures where necessary to create better Turkish sentences	1	1	–	1	–	–	–	–	1	–	40
Dividing longer sentences in two for maintaining intelligibility where necessary	1	1	–	1	–	–	–	–	1	–	40

Table 13 shows that except for one informant, all informants encourage their students to be faithful to the number of the sentences in the source text forbidding them to make any reductions. However, 40% of the informants assume a more flexible attitude to the number of sentences by permitting students to make two Turkish sentences for a longer English sentence where necessary to ensure the intelligibility of the sentence. Furthermore, they are also flexible in the structural changes to adapt English structures to Turkish.

Informant 2 stated the following with reference to her flexibility in dividing the sentences into two:

**Splitting a sentence with lengthy relative clauses into two smaller sentences is something I tolerate. Instead of getting lost in complex structures describing the operational process of a machine, the sacrifice of form to clarity in Turkish is acceptable (Informant 2).**

Concerning the rationale behind encouraging students to make changes in the structures of the source text, Informant 1 stated the following:

**Passive structures are more frequently used in English compared to Turkish. Without any reasoning, they translate passive structures as passive structures into Turkish. They don't bother with expressing passive structures in the active form. That's one of the reasons their translations do not sound Turkish (Informant 1).**

Divergence from her opinion was reflected in Informant 5's remarks:

**In the tests, we put the translations under microscope and detect the grammar errors. We label any change in structures as errors and I have to prepare students for this test (Informant 5).**

Semantic reconstruction stage. Table 14 presents informants' priorities in the semantic reconstruction stage in translation courses.

Table 14

Semantic Reconstruction Stage

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Translating all the words in sentences without adding or omitting any	–	1	1	1	1	1	1	1	1	1	90
Translating the main ideas and important details (summarising)	1	–	–	–	–	–	–	–	–	–	10
Encouraging paraphrasing for translating some unknown words	1	1	–	1	–	–	–	–	1	–	40

Table 14 shows that 90% of the informants have their students translate each word in the source text, whereas only 40% of informants permit their students to paraphrase.

Informant 1 indicated her purpose for permitting students to paraphrase is as follows:

**They should not expect to know the dictionary meanings of all the words in a sentence in order to translate it. There are also expressions which are peculiar to English and they can't be translated word-for-word. Students should create alternatives to manage the translation of these sentences (Informant 1).**

Table 14 also shows that only 10% of the informants give priority to the transfer of main ideas in translation courses, whereas 90% of the informants attach importance to the transfer of all the items as they appear in the source text disregarding their relative importance.

Reconstruction stage of register and style. Table 15 presents the priorities in the reconstruction stage of register and style.

Table 15

Reconstruction Stage of Register and Style

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Disregarding style and register due to their context-bound nature	–	–	1	–	–	1	1	1	–	1	50
Disregarding register and style due to using materials presenting no variety of register and style	–	–	1	–	–	1	1	1	–	1	50
Choosing materials from different sources to sensitise students to a variety of register	1	1	–	1	1	–	–	–	1	–	50
Using dictionary to select Turkish words with different degrees of formality	1	–	–	1	–	–	–	–	1	–	30

Table 15 shows that 50% of the informants do not take any steps to incorporate register and stylistic variables into translation process, whereas 50% of the informants deal with style and register in translation courses. The materials used in class appear as a considerable factor influencing informants' approaches to register and style. The informants who do not take register and style into consideration do not have suitable materials in terms of register and style. However, 50% of the informants compensate for the lack of suitable materials by using supplementary materials. In addition to this, 30% of the informants take further steps for raising the awareness of their students with regard to varying degrees of formality by teaching them effective use of dictionaries for this purpose.

Informant 5 stated the following for her concerns about register and style:

It is important to transfer the style of the writing in translation. Naturally we

don't deal with literary translation for which style really matters but this doesn't mean that other texts are all deprived of style (Informant 5).

### Results about the Materials

This section presents the analysis of the data concerning informants' choices of materials for translation courses.

All informants stated their opinions about their priorities for selecting materials for their courses in response to different questions. Table 16 presents the findings regarding the sources of the materials used in classroom.

Table 16

### Sources of Extra-Materials used in Courses

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
Reading passages from different course books	–	–	1	–	–	1	1	1	–	1	50
Texts about students' department subjects from ESP course books	1	1	–	1	1	1	–	1	1	–	70
Short but authentic texts related to their subject area	1	1	–	1	1	–	–	–	1	–	50

Table 16 shows that 50% of the informants use only reading texts from English course books. Thus, they disregard both authenticity and their students' departmental subjects. However, 70% of the informants consider their students' departmental subjects while choosing materials. Thus, they use relevant ESP course books. Of the whole, 50% of the informants use authentic materials as well as ESP course books, again taking their students' departmental subjects into consideration.

Informant 3 explains her reasons for using English course books as follows:

Reading passages in each unit of a course book generally emphasise certain grammar subjects taught in that unit. In these texts, the choice of words is also appropriate to the level of the students. Translating them is easier and more beneficial for students (Informant 3).



Informant 9 explains the reasons for her using short authentic materials in class as follows:

**Students get bored of translating stereotype sentences. Using a joke, news related to their subject area from a magazine or a list of instructions in the manual of a printer as translation material arouse their interest in translation because they find such materials more useful. They already confront their neighbours' constant requests for this type of translations in their daily lives as people who are learning English. It is also helpful for them to face the difficulties of real translation (Informant 9).**

Considering informants' explanations regarding their choices of course materials, it can be suggested that informants' initial approaches to translation courses correspond to their priorities regarding the course materials. The informants who favour materials from English course books tend to do so as they prefer focusing on the structural aspects of translation to the exclusion of other aspects. However, the informants who favour authentic and/or departmental materials for classroom use prefer focusing on translation process as they aim enabling their students to translate texts which they will use in their future academic studies.

### Results about Formative Evaluation

In this section, informants' priorities in evaluating students' translation assignments throughout the term are analysed. Table 17 presents the findings related to formative evaluation.

Table 17

### Priorities in Formative Evaluation

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
I read each sentence, correct errors and give feedback according to the number of the errors.	–	–	1	–	–	1	1	1	–	–	40
I read the translated text and check to what extent it gives the meaning of the original.	1	1	–	1	1	–	–	–	1	–	50

The reason for providing students with feedback at text level was explained by Informant 2 as follows:

### Results about the Test-Related Problems

Problems Related to the Texts Used in the Tests. Table 18 presents the problems introduced by the texts used in translation tests as perceived by the informants.

Table 18

[illegible]

Table 18 shows that 50% of the informants are satisfied with the present test materials with the exception of their critical remarks about cultural text topics that students are not familiar with. However, 50 % of the informants are critical to the texts used in the tests.

The results indicate that the informants who evaluate the texts in terms of their structural aspects find the texts appropriate. They do not state any problems with regard to the contextual aspects of the texts or the translation type it promotes. However, the informants who expect to find stylistic characteristics as well as authenticity in the materials indicate the lack of these aspects in the texts as problems. They also state that the texts promote word-for-word translation which they do not favour. Thus, test materials are less satisfactory to meet the text-related criteria of the informants who take contextual factors into consideration.

Informant 2's remarks about the effects of texts used in translation exams on the type of translation demanded from students was as follows:

**Layout of the text entails translation at sentence level. Sentences in the text are numbered and the space on the page left for student translations are also numbered for each sentence (Informant 2).**

The effects of texts used in translation exams on marking were reflected in Informant 5's words:

**Texts used in tests sound a bit simplified for one-to-one translation. Even the texts suggested for use in translation courses from Pass Key are much more difficult than these texts. Because of this simplicity, marking becomes too demanding (Informant 5).**

Problems Related to the Test Administration Procedures. Table 19 presents the problems due to test administration procedures and suggestions for their solutions.

Table 19

Problems about Test Administration Process

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
There should be more words in the glossary.	-	-	1	-	-	-	-	-	-	-	10
The contents of the glossary should be prepared more carefully. Easier words are in, more difficult ones are out of the glossary in most exams.	-	-	-	-	1	1	1	-	-	1	40
Glossary makes students lazy. They don't try to retrieve the meaning from their memory.	-	1	-	1	-	-	-	-	-	-	20
Giving a glossary discourages students to use dictionary in class.	1	1	-	1	-	-	-	1	1	-	50
Students can't practice compensation strategies like paraphrasing for creating equivalents in Turkish.	1	-	-	-	-	-	-	-	-	-	10
Students should be permitted to use dictionaries.	1	1	1	1				1	1	1	70

Table 19 shows that 50% of the informants argue against the supply of a glossary composed of the Turkish equivalents of several words in the text, although the bases of their arguments differ. However, 40% of the informants do not indicate any opposition regarding the supply of glossary. However, the opposition of the latter group is to the content of the glossary.

Consequently, 70% of the informants are totally against the supply of glossary in the tests without discussing its content and they indicate their preference for the use of dictionaries in the tests due to different reasons.

Informant 9 explained the reason why she favours the use of dictionaries in the tests as follows:

**Tests should be a simulation of real-life conditions where people have dictionary with them as an invaluable source that turns into a waste of time when used excessively during translation.**

Informant 7 explained her reason for not favouring the use of dictionaries in the tests as follows:

**Once we give students dictionary, they look it up even for the words that they know. Then they waste their time (Informant 7).**

Informant 1's explanation favouring the use of dictionary in the exams, in a way, responded to Informant 7's argument.

**In the limited time given for the tests, they can not use dictionaries unnecessarily. They have to limit the use of dictionary and they can learn this from the tests (Informant 1).**

### Results about Summative Evaluation

The findings of the study related to the problems in summative evaluation are presented in Table 20.

Table 20

### Problems about Summative Evaluation

Data	Informants										%
	1	2	3	4	5	6	7	8	9	10	
As we don't fix the points to be deducted for each grammar error specifically, marking is inconsistent.	–	–	1	–	–	–	1	1	–	1	40
Some minor grammar errors are penalised too harshly just because they are errors.	1	1	1	1	1	1	1	1	1	1	100
Lack of cohesion is not considered an error.	1	1	–	1	1	–	–	–	1	–	50
No points are deducted for sentences that don't sound like Turkish.	1	1	–	1	1	1	–	–	1	–	60
Informal use of language for the translation of formal language is not penalised.	1	1	–	1	–	–	–	1	1	–	50
We miss the point that there is no one correct translation for even the simplest English sentences.	1	1	–	1	1	–	–	–	1	1	60
Relative effect of the error on the meaning of the whole text is ignored.	1	1	–	1	1	–	–	–	1	–	50
We don't give points for good translations but just mark errors.	1	1	–	1	1	–	–	–	1	–	50

Table 20 shows that 40% of the informants describe the problem in summative evaluation as the lack of specifications regarding the scoring of structural errors. Despite their structure-oriented expectations regarding summative evaluation, they are in agreement with the other 60% of the teachers in that minor structural errors are penalised too harshly. As a result, the most agreed-upon problem in summative evaluation appears to be the rigid attitude to minor structural errors.

The answers of 50% of the informants indicate that evaluation of cohesion, appropriateness, register and meaning is neglected and there is no flexibility to alternative translations.

The same informants (Informants 1,2,4,5,9) complain about the ignorance of cohesion, appropriateness, register and meaning and about the inflexibility to alternative translations in summative evaluation. Only for the ignorance of appropriateness and inflexibility to alternative translations, two more informants agree with them.

Informant 1 reflected upon the priorities given to various errors in summative evaluation as follows:

**Errors causing loss of meaning are tolerated but even minor grammar errors are penalised. There should be some logical balance (Informant 1).**

Informant 9 established a connection between the procedure the translations were marked and the ignorance of cohesion in evaluation:

**In the marking, we do not read the papers as a whole. We read them sentence by sentence so we can not trace the cohesion in verb forms or so on (Informant 9).**

### Results of the Observations

The findings of ten class observations collected through checklists were combined. The sequence of the teaching stages during the courses are presented in Table 21 and the frequency of the informants' feedback on various aspects of translation are presented in Table 22.

Table 21

#### The Sequence of Teaching Stages in Translation Courses

Stages of the Course	Activities	Informants									
		1	2	4	9	5	6	7	8	3	10
Contextual Analysis	Warm-up	1	1	–	–	–	–	–	–	–	–
	Reading the text	2	2	1	1	1	–	–	–	–	–
	Text discussion	3	3	2	2	–	–	–	–	–	–
	Deriving the main ideas	4	4	3	3	–	–	–	–	–	–
	Translation of the main ideas	6	6	5	–	–	–	–	–	–	–
Semantic Reconstruction	Translation of only the predetermined sentences	–	–	–	–	4	3	4	3	3	–
	Translation of the text	–	–	–	5	–	–	–	–	–	–
	Dictionary search	5b	5	4b	4b	2	–	1	–	–	1
Semantic Analysis	Teacher provides the words	–	–	–	–	3	1	2	1	2	2
	Search for alternatives for the translation of idiomatic expressions	5a	–	4a	4a	–	–	–	–	–	–
Structural Analysis	Splitting complex sentences into smaller portions and analysing	–	–	–	–	–	2	3	2	1	3
Feedback	Discussion about student translations	–	7	6	6	–	–	–	–	–	–
	Error correction by teacher	–	–	–	7	5	4	5	4	–	4

Note. Numbers from 1-7= Sequencing of the teaching stages, a-b= Concurrent activities in one stage.

In the observations, differences in informants' approaches to the five stages of

translation were noted.

The first difference was in the stage of contextual analysis. In line with the findings of the interviews, observations revealed that four of the informants approached translation as a process integrating reading in the first stage with the actual translation activity in the second stage of the course. However, six informants omitted the contextual analysis stage by starting translation directly.

The second variation among the informants was in their attitude towards the lexical analysis stage of translation. Seven informants out of ten allocated time for the students to make dictionary searches to find the meanings of the unknown words. However, they differed in the way they had their students search their dictionaries. Four of these informants had the students use the dictionary effectively by guiding them through the search, but not providing them with the ultimately correct answers. On the other hand, three of the informants gave students inadequate time for their dictionary searches and provided them with the correct answers without listening to their answers.

Thirdly, informants displayed differences in the way they dealt with the structural analysis stage. Five of the informants focused on the structural analysis stage and made a detailed analysis by identifying the elements of the English sentences and splitting the relatively longer sentences into smaller parts. The other five informants, however, did not deal with structural analysis as a separate stage.

Next, teachers' approaches to the semantic reconstruction stage differed from translation of main ideas to translation of predetermined sentences, as could be anticipated from the interview findings. What emerged as a discrepancy from the interview findings was that three informants encouraged students to translate the



main ideas, supporting ideas and important examples of the source texts, which can be interpreted as summary translation. However, in the interviews, only one informant stated that she used summary technique in the semantic reconstruction stage, whereas the rest of the teachers stated that they had their students translate the whole text. Therefore in the observations, the number of informants who used summary technique in their courses increased by two, whereas six informants still focused on only the translation of predetermined sentences and one informant had the students translate the whole text. In accordance with informants' approaches to semantic reconstruction stage, their priorities in structural reconstruction had differences. Four informants who had the students translate the sentences that they had determined before the course focused mostly on structural reconstruction because the sentences they had chosen had relatively complex structures compared to the other sentences in the text. Their priorities in structural reconstruction were completely source-text oriented, thus faithful to the original text. However, five of the informants who gave priority to the translation of the main ideas in the semantic reconstruction stage had their students translate the structures into Turkish respecting the target language norms. One of the informants (Informant 10) allocated the whole class time to the structural analysis of the sentences and had the students translate only the problematic parts of the sentences into Turkish, instead of the translation of complete sentences.

Finally, parallel to their approach to translation activity, there were variations among informants' approaches to students' products. Four informants started classroom discussions to evaluate the weaknesses and strengths of different translation alternatives offered by students. They gave feedback to students in terms

of the intelligibility of their translations. However, six informants focused on only the errors in translations and corrected them in terms of their grammar.

Based on these findings, four informants approached translation as a process and focused on different aspects of translation, taking contextual factors into consideration. On the other hand, six of the informants approached translation as the activity of transferring structures of one language into another language. As a result, the unit of translation in the courses taught by four informants was the text itself, whereas the unit of translation in five observed courses was sentence. Only in one course (Informant 10), the unit of translation was word or word strings.

As for the materials used in the observed translation courses, four informants (Informants 1,2,4,9) used authentic materials from different sources, three informants (Informants 3,8,10) used reading passages from the course book Passkey First Certificate and three informants (Informants 5,6,7) used reading passages from different course books.

Table 22 presents the percentages of informants' feedback on translation aspects.

Table 22

Frequency of Informants' Feedback on the Aspects of Students' Translations

Aspects of Feedback	1	2	3	4	5	6	7	8	9	10	M
Structural Accuracy (%)	12	20	82	12	57	79	67	75	12	82	50
Lexical Accuracy (%)	36	27	18	23	14	—	11	8	32	18	19
Appropriateness (%)	23	27	—	30	29	21	22	17	25	—	19
Cohesion (%)	17	20	—	23	—	—	—	—	19	—	8
Style (%)	12	6	—	12	—	—	—	—	12	—	4

The percentages in Table 22 show that six of the informants gave feedback on structural accuracy with critically higher frequency and they did not provide students with much feedback on cohesion and style. The reason for the absence of feedback on cohesion and style was probably their ignoring contextual analysis in the earlier stages of the course, which resulted in sentence or word level translation. These teachers' feedback on lexical accuracy was also relatively less frequent than the other four teachers' feedback on this aspect of translation. This can also be attributed to previous stages of the courses in which teachers directly provided the students with the meanings of the unknown words without giving them the opportunity to vocalise their own alternatives. Therefore, there was not any occasion for these teachers to give feedback on lexical accuracy.

Two informants' feedback concentrated basically on lexical accuracy and this was followed by appropriateness. For the other two informants this sequence was reversed. In addition to lexical accuracy and appropriateness, these four teachers also provided the students with feedback on cohesion and style. This can be attributed to their emphasis on the contextual analysis stage at the beginning of the course in which they raised students' awareness about the register of the text.

The means of frequencies also indicate an imbalance regarding the distribution of feedback among various aspects of translation. Structural accuracy precedes the other aspects of translation and it is followed by lexical accuracy and appropriateness.

#### Results of Mock-Exam Paper Marking

The findings of the mock-exam paper marking revealed that informants differed with regard to their approaches to errors as well as the translated texts.

Firstly, six informants (Informants 3,5,6,7,8,10) divided the total score by the number of the sentences in the text equally, disregarding the different length and difficulty of the sentences. However, four informants (Informants 1,2,4,9) did not divide the total score by the number of the sentences and did the marking over twenty for the whole text. This difference reflected informants' approaches to the unit of translation at the very beginning of marking. The informants who divided the total score by the number of the sentences marked the papers considering sentences as the unit of translation whereas the informants who did not divide the total score by the number of the sentences marked the papers considering the text as the unit of translation.

Secondly, informants 3,6,7,8,10 deducted marks mostly for structural inaccuracy, lexical inaccuracy and inappropriateness. However, informants 1,2,4,9 additionally deducted marks for lack of cohesion.

Thirdly, informants 3,6,7,8,10 set the points to be deducted according to the categories of errors (1.00 for structural errors; 0.25 for lexical errors and inappropriateness). However, informants 1,2,4,9 set the points to be deducted on the basis of their effect on meaning (1.00 points for major errors; 0.25 points for minor errors and 0.50 for those in-between).

Fourthly, informants 1,2,4,9 followed a two-step process in marking, first by deducting points for the individual errors and then adding points for the overall translation, only for the papers they considered successful in general.

Fifthly, four informants (Informants 3,6,7,10) stated that they marked all the papers simultaneously by marking the same sentence in eight papers and then marking the following sentences in the same manner. However, six informants

(Informants 1,2,4,5,8,9) stated that they marked each paper separately as a text in its own right.

Fifthly, when the distribution of deductions among error categories were analysed, six informants (Informants 3,5,6,7,8,10) deducted marks first for structural errors, then for lexical errors and lastly, for inappropriateness. However, four informants (Informants 1,2,4,9) deducted marks almost equally for structural accuracy, lexical accuracy and appropriateness. This was followed by errors caused by lack of cohesion.

Finally, four informants (Informants 1,2,4 and 9) gave approximately three points more for each paper than the six informants (Informants 3,5,6,7,8 and 10) except for one paper in which there were many errors caused by inappropriateness and lack of cohesion. For this paper, six informants (Informants 3,5,6,7,8,10) deducted fewer points and gave higher marks than the other four informants (Informants 1,2,4,9) by approximately two points.

### Results of the Course Outline Analysis

Translation courses are given complementary to core language lessons in the institution under the title of core language/translation courses and there are not separate course outlines for the courses, but one course outline for both courses.

The course outline is prepared by the core language/translation coordinators, who also teach the course throughout the year and both of whom were interviewed for this research study. The outline is prepared parallel to the grammar sections of First Certificate Passkey, which is the course book followed in the institution. The

activities are listed on weekly basis and they aim to present or reinforce the grammar subjects introduced in the skills sections of the book.

In the course outline prepared for use at Level 3 and Level 4, which cover the second semester, translation is mentioned specifically only on two occasions, first under the heading of “Conditionals: Type 2- Translation (Unit 7 reading material)” which requires the translation of Unit 7 reading material in First Certificate Passkey and second, “Translation of “wish” and causatives”. Apart from these, as a note to the outline, it is stated that teachers could use the translation materials prepared by the Materials Production Unit in the institution. In the second note, it is stated that using extra materials in accordance with the students’ interests is optional. It can be concluded from the outline that at the institutional level, translation courses are perceived as an extension of core language courses and translation is perceived as a kind of follow-up exercise for the reinforcement of grammar subjects.

## CHAPTER FIVE: CONCLUSIONS

### Overview of the Study

This research study was intended to suggest guidelines for establishing criteria for the assessment of translation tests administered at YADIM, Çukurova University. Data for this research study were collected through four data collection tools; firstly, interviews with ten selected teachers out of 26 teachers who were teaching translation in the institution; secondly, classroom observations of the same ten teachers; thirdly, mock-exam markings in which these translation teachers were involved; fourthly, analysis of the course outline prepared as a guide for translation courses.

Data collected through interviews were analysed by using a coding technique. The parent categories of codes were generated in reference to the interview questions. The interviews were initially categorised under these codes and were later examined to identify the recurrent themes. This led the researcher to generate a start list of codes and this proceeded to the first level and second level coding to cope with all the themes that emerged as data were further analysed. Following these, the frequencies and percentages of the themes under each code were quantified for each teacher and presented in tables.

Observation checklists were combined on a single sheet. The first section of the checklists was organised to show the general tendencies of the informants in translation courses with regard to the stages that they followed, their sequencing and the practices they favoured. To analyse the data collected by using the second section of the observation checklists, frequencies of each teacher's feedback on

various aspects of translation were calculated. The percentage of feedback given on each aspect was then quantified.

In the analysis of the papers marked by ten teachers, papers were initially examined to identify the errors common to all papers. Secondly, sources of these errors were determined and categorised in groups. Teachers' treatment of each group of errors was determined. Apart from their error treatment in marking, teachers' considerations of different aspects of translation were also noted and the findings were discussed in terms of their similar and contrasting patterns.

Finally, the course outline was examined and discussed to clarify the institutional aims for translation courses.

### General Results and Conclusions

The findings obtained from this research study answers the two main research questions and their sub-questions asked in Chapter I. In this section, these research questions are answered relating the results of the study to the findings obtained from the review of the literature.

#### Translation Teachers' Approaches to Translation

##### The aims of translation courses.

1. The results of the study indicate that teachers perceive translation as an end in its own at the institutional level.
2. However, they differ from each other with regard to their descriptions of course objectives. At the course level there is the tendency to perceive translation as a means of teaching grammar instead of an end in its own.



Preferred Translation Types and Strategies. To answer the research question related to the preferred translation types and strategies by the teachers, interview questions about the stages of the translation courses were asked and observations were conducted.

The results of the study concerning this question suggest that teachers at YADIM prefer different translation types and strategies in the courses. This can be concluded from the differing emphases given to various aspects of translation in the classes. Taking these differences into consideration, it can be suggested that two translation types are employed by the teachers in the institution: Literal translation and information translation.

The priorities given to different aspects of translation in the courses and how they relate to these translation types are discussed below:

1. Teachers' approaches to the analysis stages of the texts to be translated reveal how they deal with contextual factors. Teachers who eliminate the preliminary stages of reading and discussing the texts have their students directly start translating texts without preparation. Thus they do not create context-awareness before translation. This leads them to ignore the context, which is one of the characteristics of literal translation.

However, teachers who have their students read the texts, discuss and derive the main ideas of the texts create context-awareness in their students which may lead them to consider contextual factors and take priorities into account in the process of translation. This is one of the characteristics of the larger category of communicative translation which includes information translation as a sub-group.

2. As a result of their approaches to context, teachers lead their students to develop different strategies for exploring the meanings of the words in the texts before translation. Teachers who ignore context, thus context-bound meanings of the words, have their students search the context-free meanings of the words. In other words, they lead their students to limit themselves to the dictionary meaning of the words.

However, in the same manner as Duff's statement which warns teachers against excessive use of dictionaries, teachers who approach texts at the contextual level have their students negotiate the meaning from the context and make them more resourceful.

3. The teachers who eliminate the contextual analysis stage give priority to its structural counterpart. Thus, they focus on a detailed analysis of the source text structures which indicate a preference to literal translation as it entails an emphasis on structural aspects by definition.

The teachers who teach information translation are not concerned with this stage separately.

4. Teachers' preference for preserving the structures in the source text sometimes to the exclusion of the limitations of the target language indicate a tendency to literal translation as literal translation entails emphasis on the source text.

However, being closer to communicative translation, information translation aims at creating acceptable sentences in the target language. Thus, the teachers who are flexible with the number of the sentences in the source text by splitting them into two in the target language where necessary or by modifying them in a way that can

conform to the standards of the target language are closer to the information translation.

5. When the findings of teachers' preferences for materials are compared with the findings of teachers' priorities in translation process, it can be suggested that teachers who promote literal translation tend to use reading passages from course books which emphasise certain grammatical structures. However, teachers who promote information translation tend to use texts about students' departmental subjects, as well as other authentic texts. This may be associated with Newmark's (1988) approach to translation, in which translation methods correspond to the text type as discussed in the literature review.

Teachers' Approaches to Formative Evaluation. The interview questions related to formative evaluation, the feedback types and frequency observed in the translation courses, and mock marking findings provided results to reveal informants' instructional approaches and to triangulate other findings.

1. Translation types preferred by teachers in the translation courses have an effect on their approaches to students' translations. Teachers who focus on structural aspects of translation in various stages of translation give feedback only on the structural accuracy of the students' translations at the sentence level. Thus they read the texts to detect the errors.

Teachers who focus on different aspects of translation such as appropriateness, cohesion and style as well as structural and lexical accuracy give feedback at the text level and primarily check the intelligibility of the translations rather than their structural accuracy.

2. Mock-exam marking findings supported the observation and interview findings in that the teachers differed in their priorities regarding various aspects of translation. Thus the error types for which they deducted points were distributed unequally in relation to their priorities.

However, the mock-exam markings introduced another aspect which had not been revealed in the interviews. Four teachers first deducted points for the various errors and then they added points for the strengths of translations. This marking attitude is associated with Newmark's positive marking. However, taking a step beyond this attitude, four teachers also marked the translations with regard to their overall achievement in transferring the meaning of the original text respecting target language norms.

3. When the distribution of feedback among various aspects of translation is considered, teachers who focused mainly on structural accuracy did not provide feedback equally on the other aspects of translation, such as lexical accuracy and appropriateness, and they completely excluded cohesive and stylistic aspects in their feedback. Therefore, considerable amount of their feedback was allocated to structural aspects.

Teachers who did not focus basically on structural accuracy distributed their feedback among various aspects of translation more equally than the teachers who focused on structural accuracy.

Observation findings also revealed that three teachers did not provide their students with the opportunity to make effective use of their dictionaries as they were given the meanings of the words by the teachers immediately and three teachers did

not let their students use dictionaries at all. Thus their feedback on lexical accuracy was limited.

These results support Stibbard's statement in that as teachers focus on structural aspects of the translations to achieve structural accuracy, they tend to deal with translation at the sentence level, ignoring the text and other types of equivalence.

Teachers' Approaches to Summative Evaluation. Teachers' approaches to summative evaluation were revealed through interviews.

1. Teachers stated their problems with regard to the rigid marking in terms of structural accuracy.

2. It can be suggested from the results of the study that teachers seek standards other than structural accuracy to evaluate students' translations. They state their dissatisfaction with regard to lack of standards which result in insensitivity to various aspects of equivalence. They indicate their expectations for the recognition of cohesion, appropriateness to Turkish and register as standards to be applied to students' translations. These results are parallel to the priorities that were attached to pragmatic and stylistic equivalence by Cook (1996) to help translation be more useful for the learners of English.

3. The results suggest that teachers who marked students' translations taking cohesion and appropriateness equally into account besides structural accuracy in the mock marking gave higher marks to papers in the end than the teachers who marked the papers by giving priority to structural accuracy. This may confirm teachers' problems with rigidity of marking in terms of structural equivalence and may also produce another result: Structural modifications which are regarded as errors and lead some teachers deduct marks do not necessarily distort meaning or cause loss of

meaning and may well be considered as correct through a different perspective.

Therefore evaluating translations in terms of their success in transferring the meaning of the source text into target language may neutralise the rigidity caused by the demand for perfect structural accuracy.

4. Teachers also recognise the possibility of more than one correct translation. In the summative evaluation, the rigid attitude to alternative translations which cannot be labelled as incorrect is considered as a problem by teachers. This tendency towards flexibility concerning alternative translations is completely in line with Sager's (1983) approach to translation evaluation which describes the translation process as a selection process among alternatives.

5. Teachers who did positive marking in the mock marking opted for positive marking in the summative evaluation as well.

6. Equal treatment of the errors in the same category is also regarded as a problem as they may not create the same effect on the text.

#### The Effects of Tests and Marking on Teaching.

1. It can be concluded from teachers' answers about the reasons for discrepancies between institutional aims and their course objectives that 80% of the teachers find testing and marking grammar-oriented. In other words, they consider tests and their marking as the reason for their deviation from translation-oriented teaching to grammar-oriented teaching. This can be considered the washback effect of the tests on teaching.

2. The results of the study about the problems related to test materials indicate that 50% of the teachers find the texts used in the tests appropriate and they explain their satisfaction in terms of the structures used in the texts. However, 50% of the

teachers indicate problems with the texts used in the tests. They state that texts are not authentic and they are manipulated to facilitate one-to-one translation. It can be suggested that teachers' demands from the materials are in line with their preferences for the translation methods. Teachers who promote literal translation are, to a large extent, concerned with the structural aspects of the texts and they are satisfied with the texts used in the tests if they can be translated by the students with the help of their structural knowledge. However, teachers who promote information translation, which requires the production of a translation conforming the target language norms, are concerned with the problematic aspects of the texts to be translated. They favour texts which introduce difficulties in terms of translation as they are more concerned with students' ability to translate rather than their ability to control the source-text structures.

As discussed in the literature review, Widdowson (1979) states that the opposition against translation in language teaching is largely due to the belief that translation encourages students to think that there is a "direct one-to-one correspondence of meaning between the sentences in the target language and those in the source language". In relation to this statement, teachers who themselves prefer texts which introduce sentences that can be translated into Turkish with a perfect match may encourage their students to search one-to-one equivalence between languages, which is an undesirable consequence of incorporating translation in language teaching programs.

3. The results of the study related to teachers' approaches to the use of glossary in the tests indicate that teachers have various problems concerning glossaries. The majority of the teachers prefer lifting the ban on the use of dictionaries in the tests

due to various reasons although the reasons for this vary considerably from one teacher to another. However, when considered in terms of effects of the tests on teaching, it is revealed that ban on the use of dictionaries affects the motivation of students to use dictionaries in class negatively.

Implications of the Course Outline. The results obtained from the analysis of the course outline indicate that translation courses are considered secondary to the core language courses at the institutional level as the course outline is designed completely by taking core language into account. Translation items are occasionally inserted into the outline for a few weeks parallel to the grammatical subjects of that week.

#### Implications for Developing Marking Criteria

Translation Types and Marking Criteria. The findings of the study indicate that teachers have diverse approaches to translation, taking their roots from their differing perceptions of the translation courses. The translation types that they favour in their courses range from literal translation to information translation. In accordance with the types of translation that they use in the class, their materials selection criteria, formative and summative evaluation priorities also change.

The findings suggest that the tests and markings are more satisfactory in meeting the expectations of teachers who promote literal translation with an emphasis on the structural aspects of translation as they communicated less problems with regard to the texts used in the tests and the summative evaluation. However, the teachers who promote information translation, which puts emphasis on the target language norms and content rather than the preservation of the source text structures, communicate problems with regard to the tests and their marking.



As discussed in Chapter I, Şat' s thesis findings indicate that major expectations of departments from the translation courses at YADIM are “the teaching of translation techniques, preparing students for departmental study by translating subject area texts, helping students understand what they read and teaching students summary translation”. The first expectation from translation courses appear as teaching of translation techniques. Secondly, the emphasis put on the translation of subject area texts indicate the translation of mostly informative texts. Comparing these expectations with the two translation methods that prevail at YADIM according to the results of this research study, it can be suggested that information translation matches these expectations more than literal translation. This can be attributed to the characteristics of information translation. Firstly, information translation is suitable for the translation of informative texts. Secondly, it entails understanding the texts to be translated as it gives priority to contextual meaning. Thirdly, it is used for the translation of the ideas, not the structures. Fourthly, information translation makes it possible to produce summary translation.

Şat's thesis also lists the most common difficulties encountered by the students in the translation process as communicated by the departmental representatives. The most frequently stated difficulty is the inability to understand the gist. The next difficulty is stated to be the lack of grammar knowledge and vocabulary knowledge. These are followed by the lack of Turkish vocabulary knowledge and lack of strategies for using dictionaries. The first of these difficulties can be resolved by more information translation. However, the lack of grammar and vocabulary knowledge may require a more analytic approach to translation which is possible with literal translation.

In conclusion, it can be suggested that both literal and information translation should occupy a place at YADIM's instructional approaches as they both meet students' different departmental needs. Thus it may further be suggested that a comprehensive set of criteria for marking should include aspects of both literal and information translation methods, unlike the current summative evaluation which mainly focuses on structural aspects to the exclusion of the requirements of information translation.

Translation Tests and Marking Criteria. The results of the study indicate that the texts used in the translation tests have an effect on the type of translation expected from the students. It is also revealed from the findings that the texts used in translation tests promote literal translation as they lead students to find one-to-one equivalences. Thus, the marking is based on the structural aspects of translation. However, teachers stated their expectations for standards other than structural accuracy as it is thought to be ignored in the marking.

#### Guidelines for the Establishment of Marking Criteria

1. As for the discrepancies between teachers with regard to their thoughts about the tests, an alternative translation test can be suggested. The test can be rearranged in a way that would contain two parts, one for limited response items that test the structural accuracy of translation and one for free response items which require the translation of a text to test students' ability to reproduce appropriateness, cohesion, style and register, as well as structural and lexical accuracy. This testing arrangement can meet teachers' expectations both to highlight the structural aspects of translation and to add other aspects of translation to tests. The part for limited

response items can be designed as a multiple-choice test. This part may require students

- a) to recognise the errors in a given target language translation and/or correct the them,
- b) to choose the better translation among alternative translations of a given source language text,
- c) to evaluate different translation versions of a source text in the target language and to choose the better translation and cite their reasons for choosing it.

The part for free-response items may require students to translate a text in the source language into the target language.

a) As the text to be translated gets longer, the students are provided with more opportunity to treat it as a coherent whole rather than as a string of isolated sentences.

b) The source text can be authentic, to meet teachers' expectations with this respect.

c) The difficulty and type of the source texts can be adjusted to the level of the students. The texts can introduce calculated difficulties in terms of both grammatical structures and complexities of meaning.

2. Thus, the test may enable the teachers to mark the free-response part of the test by applying criteria for appropriateness, lexical accuracy and cohesion, once the focus of the marking on structural accuracy shifts to the limited-response part of the test.

3. As 70% of the teachers prefer lifting the ban on dictionaries in the tests and the remaining 30% of teachers prefer a more comprehensive glossary as a substitute for a

dictionary, students can be permitted to use their dictionaries in the tests, particularly in the free-response part of the test to provide the teachers with the opportunity to mark students' ability in lexical accuracy.

4. In the marking, as indicated by the teachers, the effect of the error on the text can determine the points to be deducted.

5. Accuracy and appropriateness can be marked at the sentence level whereas cohesion and register/style can be marked at the text level. Thus, the recommended procedure while marking is to read the translation two times, first to check the accuracy and appropriateness and then to check cohesion and register/style.

6. In relation to the findings of the study, a holistic scale for evaluating students' translations was prepared. The scale is composed of five categories which have emerged as the bases of teachers' evaluations of students' translations. The descriptors in each category help determine the quality of students' translations with regard to one of the five aspects of translation (See Table 23).

Table 23

Analytic Scale of Marking Translations

Categories of Marking	Scores	Descriptions
Structural Accuracy	3	Translation does not contain any structural errors.
	2	Translation does not contain any structural errors but it makes a few in the structures of the source text which do not affect the meaning.
	1	Minor structural errors which affect secondary parts of the sentences, e.g. a modifier, which do not affect the meaning seriously
	0	Major structural errors which affect main parts of the sentences, e.g. subject and distort the meaning
Lexical Accuracy	3	Translation does not contain any lexical errors.
	2	Translation does not contain any lexical errors but alternative words (paraphrasing, descriptions etc.) are used instead of direct dictionary meaning of a few words.
	1	A few words are added or omitted in the translation, which do not affect the meaning seriously.
	0	Major lexical errors, e.g. omission of key words which distort the meaning.
Appropriateness	3	Translation sounds natural.
	2	Translation contains a few unnatural elements but it does not affect intelligibility.
	1	Translation sounds unnatural but it still conveys the meaning.
	0	Unnatural translation distorts the meaning of the source text.
Cohesion	3	Translation contains no cohesion errors.
	2	Translation contains a few cohesion errors which do not affect the smooth flow of the text.
	1	Translation reads like a string of isolated sentences.
	0	Translation sounds disconnected to the extent that hinders intelligibility.
Register/Style	3	Translation reflects the style and register of the source text.
	2	Translation contains a few elements which affect the style and register of the source text.
	1	Translation contains frequent errors which affect the style and register of the source text.
	0	Ignorance to the style and register of the original changes the tone of the source text.

### Limitations of the Study

This research study was concerned with describing the prevailing situation in translation courses at YADIM and based on the findings, marking criteria for the translation tests given in the institution were suggested. However, the scope of this study is confined to suggesting the marking criteria, as the suitability and effectiveness of the criteria were not tested in practice.

Furthermore, the context of the study is limited to YADIM. Thus the results of the study and the suggested marking criteria can not be generalised directly to the translation courses given in other institutions.

### Implications for Practice and Further Research

The suggested marking criteria were not applied in the institution and the feasibility of the criteria was not tested. In further research, the suggested criteria and the guidelines prepared for the testing and marking procedures can be applied in the institution for the marking of the translation tests for a year and their feasibility can be tested.

As was stated by Kiraly (1995), uncertainty regarding the objectives of translation courses may result in a “pedagogical gap”. Writing on translation from the standpoint of a translator, Kiraly recommends the cooperation of translation studies with foreign language teaching for the pedagogical gap to be bridged. Similarly, from the standpoint of foreign language teachers teaching translation, the “pedagogical gap” can be bridged first by setting clear objectives for translation courses and by transferring more information from translation studies in the future.

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## Appendix A

## Interview Questions

## A) BACKGROUND INFORMATION

1. Years of experience in English Language Teaching
2. Years of experience in teaching translation
3. Experience in professional translation

## B) AIMS

4. Why do you think students are required to take translation courses throughout the second semester at YADIM?
5. What are the specific aims of the translation courses you teach?
6. Are there any discrepancies between the institutional aims and your course aims?

## C) STAGES OF TRANSLATION TEACHING IN CLASS

7. What do you mostly focus in translation process?
8. How do you get to the stage of translating texts from the stage of translating sentences?
9. How do you approach a text to be translated?
10. What are the most important strategies in translation that you teach your students?

## D) FORMATIVE EVALUATION

11. What procedures do you follow while evaluating students' written translations?
12. What types of error do you think most serious?
13. How do you distinguish a good translation from a bad translation assuming both are correct?

## E) SUMMATIVE EVALUATION

12. What do you seek in a translation while marking it in collaborative sessions?
13. To what extent do the criteria set during marking sessions match with the criteria you apply for students' translations in class?
14. Are there any problems that you perceive in marking sessions?

Appendix B  
Observation Checklist

**Teacher's Name** :  
**Date** :

Stages of the course	Activities	Sequence
Contextual Analysis	Warm-up	
	Reading the text	
	Text discussion	
	Deriving the main ideas	
Semantic Reconstruction	Translation of the main ideas	
	Translation of only the predetermined sentences	
	Translation of the text	
Semantic Analysis	Dictionary search	
	Teacher provides the words	
	Search for alternatives for the translation of idiomatic expressions	
Structural Analysis	Splitting complex sentences into smaller portions and analysing	
Feedback	Discussion about student translations	
	Error correction by teacher	

Aspects of Feedback	Frequency of Feedback											
Structural Accuracy												
Lexical Accuracy												
Appropriateness												
Cohesion												
Style												

**NOTES:**

## Appendix C – 1

Materials Used in the Observed Course  
(Informant 1)

# A NEW AIR TRAVEL EX



On 13th September, 1998, a very special MEGATOP 747 took off from Singapore Changi Airport on our first round-the-world flight that began a new chapter in air travel.

First, Raffles and Economy Class customers can now enjoy new levels of comfort, cuisine and entertainment with the transformation of our inflight and ground service.

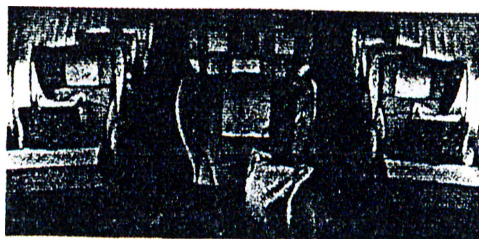
## SPLENDOUR

First Class customers can experience our new personalised ground service as soon as they alight from their cars at Singapore Changi Airport. They are now greeted and escorted into our new First Class Reception, an elegant lounge where their check-in is taken care of by our Premium Service staff.

On board, Singapore Airlines has created the world's most exclusive First Class cabin, hosting no more than 12 customers in our unique and luxurious seats,\* crafted to meet the highest standards of comfort, spaciousness and privacy.

Upholstered in soft Connolly leather and trimmed with burr wood, the seats feature the world's largest 14-inch personal video screens. And for a great night's sleep, built-in air mattresses inflate as the seats transform into flat beds, laid out with fresh linen and soft, down-filled duvets.

Dining in First Class is now an even more refined experience, with a restaurant style of service that lets customers eat as and when they please, on elegant serveware by French design house, Givenchy.



*Singapore Airlines has created the world's most exclusive First Class cabin.*

## ELEGANCE

Raffles Class customers will be delighted by the sophisticated new cabin which exudes an ambience of contemporary elegance, specially created by Givenchy.

The generous seat pitch and recline on the plush new Italian-designed seats\* give a first class feeling of unparalleled comfort. The seats also feature the world's first adjustable privacy screens and, as in our First Class, lap-top power supply.

Economy Class customers will also enjoy a refreshing new



*The 14" KrisWorld screen is simply the biggest in the sky.*

## Appendix C – 2

### Materials Used in the Observed Course (Informant 2)

## **2 Reading**

Read the following extract about wholesaler marketing decisions. As you read it, complete Chart 6.3.

Wholesalers, like retailers, must make decisions on their target market, product assortment, pricing, promotion and place. Many wholesalers make the mistake of serving too many customers. They need to define their target market. They need to identify the more profitable customers and design stronger offers and build relationships with them. On the other hand, they need to discourage the customers who are not profitable enough by requiring larger orders or adding surcharges to smaller ones.

The wholesaler's product is his assortment. Unfortunately, many of them carry too wide a range of goods. They should not carry too many lines or too much stock. They need to identify the more profitable lines and vary inventory levels accordingly.

Wholesalers usually mark up the cost of goods by about 20 per cent to cover their expenses. This often leaves a margin of about 3 per cent profit. Wholesalers are beginning to experiment with new approaches to prices. They are cutting margins on some lines in order to win new customers, and on other lines they are asking for special prices when they can increase the supplier's sales.

Most wholesalers are not promotion-minded enough. Their use of trade advertising, sales promotion, publicity and personal selling is largely haphazard. They need to adopt some of the image-making techniques used by retailers. They certainly need to develop an overall promotion strategy.

Finally, wholesalers typically locate in low-rent, low-tax areas and put very little money into their physical setting and offices. In many cases they don't invest enough in materials-handling and order-processing systems. To meet rising costs, they need to study the advantages of automated handling procedures. Progressive wholesalers have already moved over to the automated warehouse where orders are fed into a computer, items are picked up by mechanical devices and conveyed on a belt to the despatch area for packing. Many wholesalers are now using computers to carry out accounting, billing, inventory control and forecasting.

## Appendix C – 3

Materials Used in the Observed Course  
(Informant 3)

1 SMOG masks which filter toxic gases out of  
the air we breathe could soon be a common  
sight on city streets, air pollution experts  
say.

5 Space-age masks are already a frequent  
accessory for cyclists. But, with toxic ozone  
levels now rising at an alarming rate,  
experts say pedestrians should be wearing  
them too.

10 The Clean Air Act of 1956 that followed  
the deaths of 4,000 people due to a London  
pea-soup smog has almost wiped out  
emissions of deadly sulphur dioxide.

15 But concern is mounting over invisible  
"ozone smog", a poisonous cocktail created  
when car fumes such as nitrogen dioxide  
and carbon monoxide are heated by sun-  
light.

20 Last week the British Lung Foundation  
(BLF) predicted that London could become  
as polluted as Los Angeles and Athens with-  
in 15 years.

25 Dr Malcolm Green, BLF chairman, said  
if the current pollution levels continued,  
all city dwellers, who were outside for 20  
minutes or more, would have to wear  
masks. Traffic wardens, cyclists, messen-  
gers and transport police should be wear-  
ing them already, he warns, particularly  
30 those prone to chest infections, asthma or  
bronchitis.



## Are you safe to go out without a smog mask?

by Cathy Scott-Clark

*Pollution at danger  
levels, say experts*

"The reduction of air pollution must be our  
first priority, but this takes time. Masks are a  
sensible way of protecting the lungs."

35 A Metropolitan Police spokeswoman con-  
firmed that smog masks for officers and traffic  
wardens in London are now being considered.

But Liz Marriot of the London Cycles  
Campaign says their use is limited.

40 "Unless a mask makes a perfect seal on your  
face, it doesn't work.

Where does that leave men with beards,  
people who wear glasses or someone with a big  
nose?"

### Curbed

45 Friends of the Earth air pollution experts say  
wearing of masks is not a long-term solution.

"Nobody wants a world in which people have  
to wear masks in the street," says campaigner  
Fiona Weir.

50 "This is a new generation of pollution.  
Numbers of vehicles are constantly rising and  
ozone pollution is rising very, very rapidly -  
car usage has to be curbed."

55 Government success at ending the Fifties  
pea-soupers has led to complacency at the  
growing danger of toxic vehicle fumes which  
make up ozone, she claims.

60 FoE is concerned that toxic ozone levels in  
Britain now regularly exceed World Health  
Organisation safety guidelines.

## Appendix C – 4

Materials Used in the Observed Course  
(Informant 4)

In Europe, the USA, and Japan, the race is on to produce a new generation of television sets. These new sets will be larger than today's models, possibly with 100-centimetre flat screens. Picture quality will be excellent, crisp, and without flicker, as good as those we  
 5 are used to seeing in the cinema. Sound quality too will be superb, thanks to digital multitrack transmissions. By the turn of the century such sets may be offering programmes in a choice of languages as they will be equipped with eight sound tracks.

In Europe, the term HDTV is used. In the USA, the more generic term  
 10 ATV, Advanced Television, has been adopted. The Japanese, who were the first to start work on the new technology, in 1974, called their system Hi-Vision. Whatever name is used, these new sets share certain features.

The picture is displayed using more lines per frame. This means that  
 15 they provide clearer, more detailed, high quality images. The picture can be displayed on large, wide screens which are flicker-free. They also provide very high quality three-dimensional sound output.

A wider range of frequencies can be used to transmit each HDTV channel. This is because they can be transmitted at high frequencies  
 20 which are virtually unused at present. These wide frequency ranges make it possible to transmit digital, rather than analogue signals. Digital processing can then be used in the receivers to provide almost perfect pictures even when the strength of the input signal is low. A computer could also be used to produce special effects.

25 Since not everyone is convinced of the need for such high quality TV systems, the move towards HDTV is likely to be very gradual. The first HDTV receivers will need to be able to process both the old and the new transmissions and, throughout the world, agreement will have to be reached on new transmission standards.

## Appendix C – 5

Materials Used in the Observed Course  
(Informant 5)

.....

## The importance of temperature

### ■ How food poisoning is caused

1 Most food poisoning is caused by five  
groups of bacteria – Campylobacter,  
Salmonella, Clostridium, Listeria and  
Staphylococcus. Even small numbers  
5 of Salmonella cells can cause food  
poisoning but other types of bacteria  
have to be present in large numbers  
before they make food dangerous. In  
other words, they have been allowed  
10 to grow and multiply for a sufficiently  
long time to produce large numbers  
of cells.

If Salmonella and Listeria are to  
cause problems, living cells of the  
15 bacteria have to be present in the food  
when it is eaten. Normal, but thorough,  
cooking should destroy these cells and  
render them harmless.

Staphylococci are different because  
20 they produce toxin (a poisonous  
chemical) when they are growing.  
Even though cooking may destroy the

bacterial cells, it is unlikely to inactivate  
the toxin.

25 Food producers do their best to make  
sure that food is not contaminated  
with any food-poisoning organisms.  
But if some should be in food, the  
maintenance of a cold temperature  
30 can do a lot to minimise growth and  
therefore the risk of food poisoning.

The Food Hygiene (Amendment)  
Regulations 1990 require that, from  
April 1995, most short-life food must be  
35 kept at 5°C or colder after manufacture  
and throughout distribution and  
display. Keeping such a cold tempera-  
ture required many food companies to  
buy better refrigeration equipment so,  
40 until April 1995, a temperature of no  
warmer than 8°C had to be maintained  
for those foods.

Although there is no law governing  
the performance of household  
45 refrigerators, you should use a  
thermometer to make sure your  
refrigerator is operating at 5°C or

colder. Suitable thermometers are  
available in Sainsbury's stores which  
50 sell freezer accessories.

Once food has cooled to 5°C or colder,  
if any food poisoning bacteria are  
present most will grow only very  
slowly and it would take a long time for  
55 them to reach large enough numbers to  
cause a problem. But, if Listeria should  
be present, it will grow and multiply,  
even at refrigerator temperatures. And  
if the food is at 10°C, Listeria will grow  
60 more rapidly than any other organism.

Frozen foods are stored at -18°C  
throughout distribution and there is no  
possibility of bacterial cells growing  
and multiplying at that temperature.

65 But remember that neither chilling  
nor freezing kills all bacteria, so it is  
very important to keep chilled foods  
chilled and frozen foods frozen until  
they are used. Once they reach room  
70 temperature, bacteria become active  
again and food deterioration starts or  
resumes from where it left off.

.....



Appendix C-6  
Materials Used in the Observed Course  
(Informant 6)

## **Anti fur group to bury 5000 coats**

- |  |  |
|--|--|
| <p>1 Campaigners are to bury thousands of fur coats in a ceremony to mark the end of the fur trade in Britain.</p> <p>2 Anti-fur group Lynx declared an "amnesty" two years ago, encouraging women to hand over their coats.</p> <p>The campaigners have now collected 5000 – made from the fur of mink, leopard, squirrel and wolf, Carol McKenna, Lynx campaign director, said they will all be buried at an animal sanctuary next month.</p> <p>"Every year millions of the world's most beautiful wild animals are electrocuted, gassed, strangled and trapped just for fur," she said.</p> <p>"Thousands of people have taken advantage of Lynx's fur amnesty. In shock and horror they gave their coats to Lynx asking for them to be destroyed." The campaign against fur for fashion has grown in the last few years with many celebrities giving their support.</p> | <p>6 Models like Yasmin Le Bon and Paula Hamilton, fashion designers like Katherine Hamnett and Rifat Ozbek and actors including Sir John Gielgud have all refused to wear or use furs.</p> <p>7 Lynx claims its campaign has led to the closure of six out of ten of fur retail outlets in Britain. Harrods closed its fur department some time ago, saying it was no longer profitable.</p> <p>8 Mike Allen of the Fur Education Council representing fur traders, also blamed a series of warm winters for a drop-off in demand.</p> <p>9 "When we have cold weather we sell more fur coats. There is still a good market in North America, Germany, Italy and Spain. Unfortunately, Lynx has intimidated British women into being self-conscious about wearing fur coats."</p> |
|--|--|

## Appendix C – 7

Materials Used in the Observed Course  
(Informant 7)

THESE DAYS WHY, you may ask, do thousands of people punish their aching limbs over a distance of exactly 26 miles and 385 yards? ☐ 0 ☐ H

When the event was introduced at the revival of the Olympic Games in Greece, in 1896, it covered the historic route from the plains of Marathon to Athens. Its introduction caught the imagination of runners throughout the world and races were later run in many countries. ☐ 1 ☐

In 1908, the modern Olympics came to London and the marathon was set to be run over a 26-mile course between Windsor Castle and London. On the day of the event, Queen Alexandra decided that she would not be able to see the race clearly from her seat

# The Marathon Man

**The marathon is a phenomenon of our time which has motivated thousands of men and women to copy the epic run of a Greek soldier named Pheidippides who, in 490BC, ran non-stop from the plains of Marathon to Athens, a distance of approximately 39 kilometres (24 miles).**

and asked for the starting line to be moved back so that she could get a better view. The organisers readily agreed to her request and the starting line was moved back a distance of 385 yards.

☐ 2 ☐

What of the man Pheidippides however? Was he really the epic figure described by legend? Pheidippides, a champion runner, was employed as a messenger.

☐ 3 ☐

He was serving with the Greek army which had scored a notable victory over their old enemy the Persians at the Battle of Marathon, in spite of being heavily outnumbered.

Pheidippides was given the task of taking the joyous news back to Athens.

☐ 4 ☐

Appendix C-8  
Materials Used in the Observed Course  
(Informant 8)

*Global Warming*

Dear Ms Salt

I was very interested to read the your recent	0	<u>the</u>
article about global warming in the local newspaper.	00	<u>✓</u>
I'm afraid I am don't agree at all about a number	1	<u>          </u>
of points you mention in your letter. Firstly, you say that	2	<u>          </u>
some leading scientists they do not believe in this	3	<u>          </u>
theory. But who are just these scientists? I	4	<u>          </u>
have never heard of any of them. Secondly, it is	5	<u>          </u>
not true that global warming have receives too	6	<u>          </u>
much publicity. On the contrary, we really do need to	7	<u>          </u>
make the public more aware of such as dangers.	8	<u>          </u>
We must all put to pressure on the authorities	9	<u>          </u>
if we want something to will be done about the world's	10	<u>          </u>
problems. Lastly, you seem to suggest not doing	11	<u>          </u>
nothing in case the scientists are wrong. Well, have you	12	<u>          </u>
thought that if they are in right, it will be too late	13	<u>          </u>
by the time we find ourselves out! We must act now	14	<u>          </u>
if we are to have any chance of avoiding disaster.	15	<u>          </u>

Yours sincerely

Dr Pepper

## Appendix C – 9

### Materials Used in the Observed Course (Informant 9)

#### Text 2

##### **Water level**

When a wash program first starts it has to open the valves which allow the water in. There are usually two of these valves, one for hot water and one for cold. Each must be controlled separately depending on the water temperature needed for that program. The  
5 valves are solenoid operated, i.e. they are opened and closed electrically.

The rising water level is checked by the water level sensor. This is a pressure sensor. The pressure of the air in the plastic tube rises as it is compressed by the rising water. The pressure sensor keeps the  
10 control unit informed as to the pressure reached and the control unit uses the information to decide when to close the water inlet valves.

#### Text 3

##### **Water temperature**

The temperature sensor, a type of thermometer which fits inside the washer drum, measures the water temperature and signals it to the control unit. The control unit compares it with the temperature needed for the program being used. If the water temperature is too  
5 low, the control unit will switch on the heater. The temperature sensor continues to check the temperature and keep the control unit informed. Once the correct temperature is reached, the control unit switches off the heater and moves on to the next stage of the program.

#### Text 4

##### **Clock**

The control unit includes a memory which tells it how long each stage of a program should last. The times may be different for each program. The electronic clock built into the control unit keeps the memory of the control unit informed so that each stage of each  
5 program is timed correctly.

Appendix C-10  
Materials Used in the Observed Course  
(Informant 10)

## Head bans mobile phones in classroom

WHEN a 15-year-old boy answered his mobile phone in class, head teacher Peter Hudson knew he had to stop the invasion of this great necessity of modern life. [0] [J]

This has started a fashion which has swept through the school in north London. 'I decided enough was enough when two 15-year-old boys started ringing each other from different classrooms,' said Mr Hudson. [1] [ ]

'I have now banned students from taking their mobiles into class.

[2] [ ] They are a good security device if youngsters are wanting a lift home in the dark and because some of them have free calls in the evening, it's a good way of freeing up the family telephone.' [3] [ ]

He has explained that students are allowed to take their phones into

school but warned that they will be confiscated if they are used in class.

[4] [ ] 'It was a present to myself before Christmas. Only a couple of people knew I had it, but when it started ringing, everyone knew. You could say the teacher was a bit annoyed, she took it straight off me and confiscated it.'

Matthew paid £70 for his phone and pays the monthly bills of about £20 with earnings from his job at a local restaurant. He does not always take it to school but says he could not do without it. 'People from work can contact me and friends can get in touch when I'm out. It's changed my life.' Matthew estimates that about 20 of the 300 students in his year now have their own phones. [5] [ ]

Mustafa Hassan, 16, took a mobile out of his school bag. He said: 'I got it as a birthday present from my parents - it cost £300 and the bills are about £40 a month because I use it a lot to call my friends.' [6] [ ]

He admitted that he had used his phone in class and once received a call during a geography lesson.

[7] [ ] 'It went off in my pocket and the whole place just turned around. I switched it off quickly before the teacher realised where the ringing had come from.'

Kyri Demetriou, 15, also has a mobile phone. 'Loads of people got them for Christmas, everyone wanted them,' she said. [8] [ ]

## Appendix D

## Mock Exam Paper

Translate the following paragraph into Turkish

(1)Fishing is one of the world's oldest industries.(2) People have been catching fish for over four thousand years.(3) Today there are about five million people in the world who make their living by catching fish.(4) In some places, people still use old fishing methods and small boats.(5)It is possible for fishermen to catch a lot of fish by using helicopters and electronic equipment.(6) Factory ships carry hundreds of workers who clean and package the fish immediately.(7)Unfortunately, however, some types of fish are in danger of being completely destroyed.(8) Many countries develop programs to keep the number of fish in the oceans stable.(9)Oceanographers check the population of fish in different parts of the world. (10)They can determine if too much fish are being caught and they also suggest ways to protect fish.

make living :geçim sağlamak  
 package: paketlemek  
 immediately: hemen  
 completely: tamamen  
 keep stable: dengede tutmak  
 oceanographer: okyanusbilimci  
 determine: belirlemek  
 suggest: önermek  
 protect: korumak

## Appendix E

## Course Outline

**PASSKEY**

## 1998-1999 CORE LANGUAGE TEACHING ORDER (LEVEL 3)

( false beginners and real ) ~~1~~ (PASSKEY)

Course book : First Certificate Passkey by Nick Kenny

Ways Of Attaining Study Skills by Prof. Dr. F. Özden Ekmekci

PASSKEY				
WEEK	UNIT	ACTIVITY	PAGE NO	GRAMMAR
1	1	G.1	2	Present simple and present continuous tenses
1-5 Feb.		VC.1		
		G.2	3	Order of adjectives ✓
		VC.2	4	Negative prefixes
		G.3(1.2.3.4)	7-8	In case ✓
2	2	G.1	18	To be / get used to - v-ing
8-12 Feb.		G.2(1.2.3.4)	19,20,21	Present Perfect / past simple ✓
			25	Comparative adjectives ✓
				<u>-ing and -ed adjectives</u>
		G.3(1.2.3.4)	27	<u>Reported statements</u> (questions and imperatives) ✓
		STUDY SKILLS	96-97-98 (SS BOOK)	Exam Practice 2 (1) ANT-SYN-PHRASAL VERBS exercises with keep, make, get
3	3	G.1	34-35	Causative have needs doing
15-19 Feb.		(6 parts)		Genitive 's
		(G.2)	37	For Since
		(3 parts)	37	Asking for and giving advice
		G.3(1.2)	38	Help with Grammar (4 parts)
		STUDY SKILLS	45	Exam Practice (3-1) PHR. VERBS (1.2 worksheet)
4	4	G.1	49-50	Sequence of tenses
22-26 Feb		(2 parts)		<u>If type 3</u>
		G.2- Wr.1	52	Perfect modals ✓
		G.3	53	Making deductions (modal perfect)
		STUDY SKILLS	57	Giving and justifying opinions Relative pronouns Exam Practice 4 (1-2) ADJ with -ED and -ING
5	5	G.1 (parts 1.2)	61	Time linkers
1-5 March		-W.1		Used to
		G.2 (2 parts)	65	The Past Perfect tense
		G.3(parts 1.2)	66	Before/After
		W.7	69	Although/Despite
		STUDY SKILLS	72	Help with error correction
			74	Exam Practice 5 (2) REWRITE (4.5.6 worksheet)
6	6	G.1(1.2)	79	Compound Adjectives
8-12 March		G.2(1.2)	84	Prepositions (on, by, in) Giving directions
		G.3(1.2.3)Wr.2	85	Present tenses for future
		G.4(3 parts)	86	Writing 2 informal letter
		G.5(4 parts)	88-	So/such ...that
		STUDY SKILLS		REWRITE (7-8-9) worksheet)
7	REVISION			
15-19 March				
8	ACHIEVEMENT			
22-26				

Note: The underlined Items will be taught extra. SS materials are at MPU.

## PASSEY Devan / (Block 4)

## 1998-1999 CORE LANGUAGE TEACHING ORDER (LEVEL 4)

Course book : First Certificate Passkey by Nick Kenny

Ways of Attaining Study Skills by Prof. Dr. F.Özden Ekmekçi

WEEK	UNIT	ACTIVITY	PASSEY	
			PAGE NO	GRAMMAR
1	7	G.1(1)	94	Gerunds/infinitives
5-9 April		G.2(1,2)	95	Too/Enough
		G.3(1,2,3,4)	98	Conditionals 1
		Speaking 2	99	Preferences
		W.	99	Giving reasons
		G.4(1,2,3)	100	If / unless
		G.5(1,2,3)	102	Future time (will/going to/present simple/present continuous tenses)
		G.6(1)	106	Relative clauses
			107	Exam Practice(7/2)
2	8		82	
		List 1,2,5	113	Passive sentences
		Speak 2	114	Expressing and justifying opinions
		G.1(4 parts)	115	Passives
		G.2(1)	118	Will / Going to
		G.3(4 parts)	121	So / Nor
		G.4(3 parts)	126	Conditionals : Type 2
				TRANSLATION (Unit 7 reading material)
			93	Read 1
			94	Read 1/part 2
3	9		96	Reading 2 is optional
		STUDY SKILLS(BOOK)	119,120	Word Formation
			121	
		G.1(6 parts)	137-138	The Present Perfect Continuous Tense
		Voc.1	138-139	Regrets (I wish.../If only...)
		G.2(4 parts)	139-140	Conditionals : Type 3
		G.3(4 parts)	141	
			116	Reading 1
4	10		119	Reading 2
		STUDY SKILLS		PHR.VERBS(worksheets)
		G.1(6 parts)	154	Obligations (have to /should(n't) /needn't /can(n't)/ must(n't) /don't have to/need to /don't need to)
		G.2(3 parts)	156	Make/let/allow
		G.3(8 parts)	162	I wish...
			134-141	Reading 1/ Gr 3/2
				PARTICIPLES(all types)
		STUDY SKILLS		Translation of "wish" and causatives
26-30 April				Participles



PASS KEY				
WEEK	UNIT	ACTIVITIES	PAGE NO	GRAMMAR
5 3-7 May	11	G.1( 3 parts) G.2( 2 parts) G.3( 4 parts) G.4( 3 parts) G.5( 3 parts)	170 172 173 176 182	Reported speech (Statements) Reported speech (Time changes) Reported Questions Impersonal ( infinitive)passive It's time...
			186 153 160	Exam Practice 11/ 2 Reading 1 Reading 2 (optional)
		STUDY SKILLS		ADV.CL.of CONTRAST/ERROR ANALYSIS
6 10-14 May	12	G.1( 4 parts) G.2( 2 parts) G.3( 5 parts)	190 194 202 206	Question tags Future in the past (was going to/went on to do/ was to do) Uses of do Exam Practice 12/2
			174 178	Reading 2 Reading3
		STUDY SKILLS		REWRITE(indirect Speech/so/such ... that.....etc )
7 17-21 May			211 192 197	Multi-word verb review (Units 1, 4, 6, 12) Reading 2 Reading 3(Optional)
		STUDY SKILLS		REWRITE ( Various types)(worksheets)
8 24-28 May				ACHIEVEMENT

**NOTE 1 :** Study Skill Materials prepared by MPU will be handed out at the beginning of the term

**NOTE 2:** Translation Materials are available at MPU. Extra Translation Materials can be prepared by the class teachers in accordance with the students' interests.

Appendix F  
Note to Teachers for Mock-Exam Marking

Dear Colleague,

For the marking of the enclosed papers, please take the following into consideration.

- 1) The marking is over 20 points.
- 2) While marking, please take your own subjective criteria into consideration and indicate your concerns about the marking where possible. Do not limit yourself to the criteria used in marking sessions after achievement and/or final tests.
- 3) Please do not hesitate to write or take notes on the papers. This will be appreciated.
- 4) Please see back of the page for the sixth exam paper.

Thanks for your cooperation.

Melek Türkmen

## Appendix G

## CATEGORIES AND CODES

Parent Category	Start List of Codes
A	A-INS
A	A-COUR

## Definition of the Codes

A : Aims

A-INS : Institutional aims

A-COUR : Course aims

A-DIS : Discrepancies between institutional aims and course aims

Parent Category	Start List of Codes	Second Level Coding	Third Level Coding
S	S-ANA	CON	
		SEM	
		STR	
S	S-REC	STR	NR
		STR	FOC
		SEM	
		REG/STY	LIM
		REG/STY	ALT

## Definition of the Codes

S : Stages

S-ANA : Analysis Stages

S-ANA-CON : Contextual Analysis Stage

S-ANA-SEM : Semantic Analysis Stage

S-ANA-STR : Structural Analysis Stage

S-REC-STR : Structural Reconstruction Stage

S-REC-STR-NR : Number of the Sentential Elements in TL and SL

S-REC-STR-FOC : Structural Focus of Translation

S-REC-SEM : Semantic Reconstruction Stage

S-REC-REG/STY : Reconstruction Stage for Register and Style

S-REC-REG/STY-LIM : Limitations in Reconstruction Stage for Register and Style

Parent Category	Start List of Codes
M	SOU
M	CRI

## Definition of the Codes

M : Materials used in translation courses

M-SOU : Source of the Materials

M-CRI : Criteria in selecting materials

Parent Category	Start list of codes
E-FOR	TR
	UT

#### Definition of the Codes

E-FOR : Formative Evaluation

E-FOR-TR : Teacher Role in Evaluation

E-FOR-UT : Unit of Translation in Formative Evaluation

Parent Category	Start list of Codes	Second Level Codes	Third Level Codes
TS	PRO	MAT	EFF
			QUA
	PRO	ADM	GLO
			DIC

#### Definition of the Codes:

TS : Translation Tests

TS-PRO : Problems about the Tests

TS-PRO-MAT : Problems Related to the Materials Used in the Tests

TS-PRO-MAT-EFF : Effects of the Texts on Translation

TS-PRO-MAT-QUA : Quality of the Texts

TS-PRO-ADM : Problems Related to Test Administration

TS-PRO-ADM-GLO : The Use of Glossary in the Tests

TS-PRO-ADM-DIC : The Use of Dictionary in the Tests

Parent Category	Start List of Codes
E-SUM	STR
	ERR
	APP
	REG
	COH

#### Definition of the Codes

E-SUM : Summative Evaluation

E-SUM-STR : Structural Aspects

E-SUM-ERR : Error Treatment

E-SUM-APP : Appropriateness

E-SUM-REG : Concerns about Register

E-SUM-COH : Concerns about Cohesion